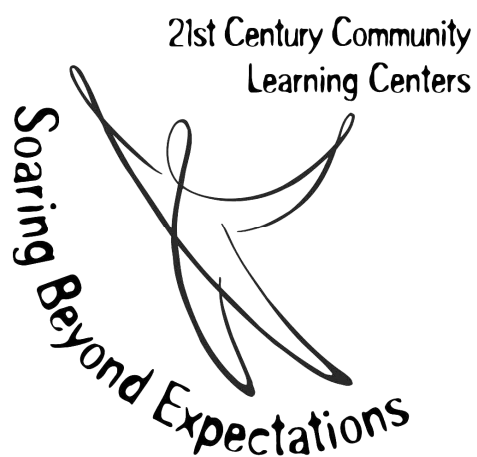


*Vermont's 21st Century  
Community Learning  
Centers*



**Section 4: 10 Elements of High-Quality Programming**  
**2008-2009 Annual Performance Reports Data**



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**Academy School- Brattleboro (Tim Ellis)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Unfortunately steps were taken by the school administration to weaken the afterschool program director's position.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

We have designed programs that teachers have become invested in including:

Reading and Math tutoring- 45 students 7 teachers, 12 para-educators, 1 high school student  
Leadership council 15 students, 2 teachers

Jump rope Club 28 students 2 teachers, 4 para-educator,

Moving for Fun 2 teachers, 3 college students, 2 high school students

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

The director has made the working conditions for the instructors clear, smooth running and pleasant by support including limiting the number of students in each activity to appropriate levels, and intervening during behavior issues.

We hold periodic orientation sessions.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

We have developed a clear discipline policy stating behavioral expectations. A student is removed from program if he or she is disruptive or endangers the well being of other students.

There is a clear sign in/ sign out policy

We have hired and retained high quality staff that care for and are sensitive to children's needs.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

187 students (or 55% of the school) have enrolled in at least one activity

30 have enrolled for at least 30 hours of activities

We have an 81% retention rate.

High interest programs- i.e. Adventures in Nature has waiting list; Leadership council-15 students; Jump rope club-30 students; Cross Country Team-20 students; reading tutoring 28 students

Students sign up for programs. It is made clear that students should only sign up if they are interested.

\*Programs are clearly not designed as childcare.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

\$10,000 of school district money was allocated to the afterschool program.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Continue high quality programs  
Recruitment efforts  
Regular schedule for programming

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Instructors design activity to further program outcomes

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Our program offers a rich and varied assortment of programs from which to choose. Program leaders evaluated student's needs to help students enroll in most satisfactory activity.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Academy School: Enrichment sessions; 2 ten week; 8-12 different activities per session; 10-12 different instructors per session

Tutoring: 20 weeks of reading tutoring 29 students; 14 weeks of math tutoring 16 students; 85-95 students/session; 30-35 students/ day participate; 187 different students participated; 56% of student body; 75% retention rate of students; 95% daily attendance; Instructors: 12 teachers, 15 para-educators, 3 community members, 3 high school students, 4 college students

Big Brother/Big Sisters: Big Brothers/Big Sisters recruited and provided orientation to 7 high school students to become 1:1 mentors to 7 elementary students. These high school students modeled positive relationship building.

**Brattleboro Area Middle School (Juliet Avelin)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

On February 1 previous director was replaced (for personal reasons) by current director who was interviewed and hired by the BEAMS Advisory Board

Current director holds a Master's Degree in Education, has a professional background in the performing arts, non-profit arts administration, program direction, and teaching  
Director position is 30 hours a week salary plus benefits  
Attended 21 CCLC conference at Lake Morey (February 10)  
Attended 21 CCLC conference in Montpelier (April 2)  
Member of VT Afterschool Conference HIPP committee  
BEAMS Assistant Director attended 21 CCLC End of Year Reporting Workshop (May 28) and reported back to Director  
Monthly meetings with BEAMS Advisory Board  
Weekly meetings with BAMS Principal  
Attended BAMS Faculty Meetings  
Attended BAMS Leadership Council Meetings  
Regularly communicated with bookkeeper at WSESU Central Office re: budget  
Prepared for and led 21 CCLC Site Visit (May 27)  
Met with Oasis Director, Mike Mrowiki, and Site Coordinator, Amelia Struthers, three times about 21 CCLC Site Visit and APR  
BEAMS Director's office is in BAMS Main Office  
Visible in school on a daily basis

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Majority of BEAMS instructors are licensed BAMS teachers and para-educators  
BEAMS Classroom is in main 7<sup>th</sup> grade hall  
Director's office is in BAMS Main Office  
BEAMS is listed in BAMS School wide Goals 2008-2010  
Use of office materials and equipment  
BEAMS page on BAMS website regularly updated  
BEAMS brochures and posters hung on boards around school  
BEAMS board outside Classroom for brochures, photos, news and updates, documentation of student work  
Use of BAMS Activity Bus  
Use of custodial services  
Use of other classrooms, Chorus Room, Art Room, Band Room, Multi-Purpose Room, Gym, outdoor playing fields  
Follow school day policies and procedures for discipline  
Follow school day emergency procedures  
Use of BAMS Staff Handbook  
Director attends BAMS Faculty Meetings and Leadership Council Meetings  
Director regularly meets with BAMS Principal  
The majority of afterschool programs take place in the school building  
The BAMS Principal, three BAMS teachers, and a BAMS para-educator are all members of the BEAMS Advisory Board  
BEAMS Homework Help tutors call the BAMS Homework Hotline and speak with core teachers daily to find out homework assignments  
BEAMS provides the school newspaper, The BAMS Beat, as one of its clubs  
BEAMS provides the school radio program on local station 107.7FM as one of its clubs

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Priority is given to hiring BAMS teaching staff

Instructors from the Brattleboro community are interviewed by the Program Director

All BEAMS Instructors must complete a Program Proposal Form for every club offered which requires a program description, lesson plans, a syllabus, and an outline of teaching goals

Director leads an Orientation for New Instructors before each new session

All BEAMS Staff must be finger printed through WSESU Central Office prior to teaching

Director regularly communicates with staff via email and in person

BEAMS Director, BEAMS Assistant Director, BAMS Administrators, Staff and Teachers all work as a team to serve students

Site Coordinator has Master's Degree in Education

Various BEAMS staff members are highlighted in issues of The BAMS Beat student newspaper which has wide distribution at BAMS and in Brattleboro

An end-of-the-year celebration for all students and staff is offered after programming has ended to thank everyone for a great year

Program Director is in building at all times during programming in order to support staff if needed

Competitive financial compensation for all staff

Previous Director took SIOP (mentioned in Goals section of the grant) training. Current Director is scheduled to take SIOP Workshop in August 2009

BEAMS Assistant Director attended 21 CCLC End of Year Reporting Workshop (May 28) and reported back to Director

BEAMS offered High 5 Adventure challenge course training/certification to select BAMS staff members who worked for BEAMS Adventure Club and SWITCH

BEAMS offered a High 5 Adventure Workshop titled "Adventures in Teaching and Learning" to all BEAMS and BAMS teaching staff (June 1)

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Clear discipline policies and procedures that mirror school day

Emergency procedures mirror school day

Attendance procedures in place (A phone call home is made if a student does not show up to BEAMS)

On BEAMS Sign Up Form parents provide medical information and contact information

Well stocked First Aid Kits are in BEAMS Classroom and on Activity Bus

Field trip procedures mirror school day procedures

Intercom and telephones throughout building

All BEAMS staff wear ID badges

All BEAMS staff are finger printed through WSESU Central Office

All BEAMS Instructors receive a student roster and are encouraged to learn all names

Director is always available for students and staff before, during, and after programming

Site Coordinator is CPR certified

Site Coordinator has Master's Degree in Education

Access to School Councilors and School Therapist who occupy offices next to Director

Access to school nurse

Regular communication with Principal, teachers, and other building staff

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

High student participation rate  
Student Pre-Test and Post-Test administered in which student input is gathered  
Parent Feedback Survey administered  
Teacher Feedback Survey administered  
Students sign up by choice  
Waiting lists for some clubs  
Exhibit student work at School Assemblies and Family Nights  
Positive student feedback  
Positive parent feedback  
Positive teacher feedback  
Positive feedback from non-BEAMS BAMS staff  
Positive feedback from BEAMS Instructors  
Appropriate and positive student behavior  
Programs continued when well attended  
Programs designed around student interest  
Offer a wide variety of programs in the arts, language arts, science, outdoor adventure, athletics, and mentoring  
Provide homework assistance that enables students to improve grades  
Low student/teacher ratios  
Consistent scheduling  
Low drop-out rates  
BEAMS Classroom is fun, inviting and student-centered  
Healthy snack is offered every day and students' food preferences are taken into consideration when food shopping  
Transportation home is provided every day on the Activity Bus

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

BAMS provided \$72,816 of in-kind services  
BAMS Principal sits on BEAMS Advisory Board and meets weekly with Director  
BAMS Principal supervises Director  
WSESU School District provides fiscal management  
Strong teacher support and participation  
Strong administrative support  
BEAMS is listed in BAMS School wide Goals 2008-2010, a document prepared by BAMS Leadership Council  
Strong support from school councilors and special education staff  
BEAMS page on BEAMS website  
Use of BAMS classrooms, Chorus Room, Band Room, Multi-Purpose Room, Gym, and outdoor playing fields

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Hired teachers who had students already interested in their club  
Hired teachers who are popular with the students



BEAMS Site Coordinator connects well with middle schoolers  
Hired Homework Help tutors who are supportive, encouraging, and fun  
Collected student input for program offerings  
Continued clubs that were well attended  
Kept track of wait listed students and offered them a space next session  
BEAMS Classroom is a fun, supportive, lively, safe environment  
Provided fun, challenging, interactive activities in BEAMS Classroom during Activity Choice Time  
Provided fun, athletic activities during Outdoor Time  
Offered a healthy snack every day and took students' food preferences into consideration while food shopping  
Offered transportation home every day on the Activity Bus  
BEAMS produced 3 School Assemblies during the year at which instructors from the upcoming session gave a "pitch" for their club before student registration began  
Director and Site Coordinator visited classrooms to promote registration  
Director met with core teacher teams to collect lists of student recommendations and then contacted those students during registration week  
Phone calls home when students do not show up for BEAMS  
Check in regularly with all instructors

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

All BEAMS Instructors must complete a Program Proposal Form for every club offered which requires a program description, lesson plans, a syllabus, and an outline of teaching goals  
Student pre and post tests are administered to collect student feedback on programming offered  
All programs must focus on reading, writing, math, science, technology, athletics/physical activity, or the arts to be approved  
After school instructors are compensated for planning time  
The majority of instructors are licensed BAMS teachers  
Set high standards for program objectives

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Offer a wide variety of programs in the arts, language arts, science, outdoor adventure, athletics, and mentoring  
Continue programs with high enrollment  
Low student/teacher ratios  
Director attends Instructional Support Team meetings to get a list of (Title 1) students who would benefit from BEAMS programming and then contacts these students during registration week  
Previous Director took SIOP (mentioned in Goals section of the grant) training. Current Director is scheduled to take SIOP Workshop in August 2009  
Offer outdoor time before clubs begin

Offer Homework Help tutors who can work one on one when necessary  
Provide fun, challenging, interactive activities in BEAMS Classroom during Activity Choice Time  
Majority of instructors are certified BAMS teachers

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

High 5 Adventure: Jen Stanchfield is a BEAMS Advisory Board member; has trained and certified BAMS/BEAMS staff on the challenge course; taught at Summer SWITCH Program in summer 2008; taught workshop titled “Adventures in Teaching and Learning” to BAMS and BEAMS staff (June 1); BEAMS used the challenge course at High 5 for SWITCH and Adventure Club; provided a High 5 staff member to lead our Family Night parents and students in a few fun “ice breaker” games; provides necessary maintenance to BUHS challenge course which will be used by BEAMS for 2009-2010 SWITCH and Adventure Club. High 5 provides necessary Adventure Education instruction so we can train our own staff to do this type of work in SWITCH and Adventure Club

Windham Regional Career Center: Diane Heileman is a BEAMS Advisory Board Member; directed a summer program for girls in grades 6-8 in the Brattleboro school district titled “Rosie’s Girls” which is a 3-week summer program designed to build self-esteem, confidence and leadership skills through learning and applying basic skills in trades, the arts, and in physical challenges while in a fun, supportive environment; eight BAMS students attended this camp in 2008. In 2009 BEAMS will expand support of this program to include a similar trades camp serving boys in the BAMS school district. The goals for these two camps are in line with BEAMS goals and provide necessary summer programming for BAMS students.

Big Brothers/Big Sisters of Youth Services: BBBS Director, Kathy Waters, is a BEAMS Advisory Board Member; provides mentor partnerships between BAMS students (“Littles”) and Brattleboro Union High School students (“Bigs”); BEAMS Assistant Director is the BBBS Coordinator for BAMS; BBBS meets on Monday afternoons in the BEAMS Classroom. Participation in this program not only benefits the youth who are mentored, but many high school volunteers find that they learn important life skills and grow as individuals from their experience as mentors. Littles are encouraged to continue with their Big as they transition into high school from middle school.

Brattleboro Area Prevention Coalition: BAPC Director, Beth Shrader, is a BEAMS Advisory Board Member; partnered for BEAMS Family Night by setting up an info table and speaking about BEAMS as a “healthy choice” for students and their families; BAPC Director met with BEAMS Director to consult on the creation of BEAMS student, parent and teacher program evaluations.

**Putney OASIS Program (Mike Mrowicki and Amelia Struthers)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**

Greater autonomy in creating a new curriculum, The Quest for the Secret Scrolls

Continued professional development and ongoing support

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

We are now located in the art room (2<sup>nd</sup> year) a much bigger and adequate space for many more types of activities. The Quest curriculum also utilized school staff as participants, sometimes in roles outside what children get to experience normally.

We work closely with the principal, counselor and special Ed staff to more effectively serves our more challenging students-especially when they-or their families- are in crisis.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Staff are recruited through an extensive process that entails normal search and interviews, but also has prospects work with children before we hire.

Staff participates in After School conference and has access to local resources and board members for ongoing training and support

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Training emphasizes that a safe environment is essential to or work. We also provide training on anti-bullying response, scanning children for signs of upset or unusual circumstance and training on recognizing and reporting neglect and abuse

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

The Quest curriculum was designed for this year's crop of students to provide high interests learning opportunities that incorporate many different learning domains (inspired by Howard Gardner's work on the variety of intelligences)

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

We continue to work closely with school administration and the school board for feedback on what's working, what can improve, and what might be things to look at for the future. This includes informal check-ins, regular meetings, and attendance at staff and school board meetings.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We continue to work with students and parents to make sure we are providing services they want, when they want and need it. Most of our regular attenders are from families with all parents working, so our service is essential to them.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

At the start of the year, staff meetings map out the year and there are regular check INS for evaluation and modification, if necessary. The Quest curriculum arose out of the need to provide a new fresh way to bring more interesting programming to our regular attenders.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

We regularly check in with students and parents to ensure they are heard in what they want. Chess club grew out of such interactions. We also have gone so far as to hire a one on one for a student who has been victimized by sexual abuse, so the child could remain in the program without victimizing other students-and have a safe fun experience.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

School staff- Desired Outcome: participation in after school. Students get to see staff in different roles E.g. when the children were meeting for a “Scroll Circle” they saw the Planning Room teacher coming to join them. One child asked, “Are we in trouble?” Students were able to see the school disciplinarian in a different role, other than when someone was in trouble.

Community individuals Desired Outcome: participation in after school. Students get to see community members they might not know. Community members get to meet local school children

Landmark College students- Students do community service ...experience helping with local youth...Students experience “older youth”

Brattleboro Food Co-op (healthy snack program) Students experience healthy foods

Westminster Center School –WCS kitchen provides food form OASIS Summer program

**Bellows Falls Middle School (Orianna Baez)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**

A new Director was hired who understood the status and needs of the after school program  
Director’s position is full time

Director meets monthly with an advisory board to share the progress of the programs being offered

Director attended a workshop for end of year reporting

Director was part of a collaborative site visit in another Middle School in order to gain a new perspective on other after school programs and their success

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

As a new director starting at the tail end of the school year, I was a new face for students, staff and parents. I attended various PTO meetings to inform parents of the benefits and changes to the program, which were well received, given the fact enrollment increased soon after.

I have an office with an 'open door' policy where students can come in and share their thoughts about the courses they participate in. Students take full advantage of this policy and often use the space for studying (during their Resource Hour) as well as socializing when appropriate.

In conjunction with a popular teacher, I hosted a Latin American culture class for her Social Studies students which broke the ice for many students who did not know what I did in the school building.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

All staff members are part of the school district, they understand basic emergency procedures and have been fingerprinted for prior criminal record check purposes.

We increased the hourly wage for participating school staff in order to increase their participation in the program.

At the time of my hiring, there was only one participating staff member. With new changes of the program's format and hourly wage increase, six additional staff members participated as instructors.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

We implemented a BULLY FREE zone where students can report back to Director on incidents of harassment or bullying.

Two way radios are used to communicate when students are off site.

A safety protocol was implemented. Medical concerns and allergies are kept on file and are accessible to both site coordinator and Director.

First aid kit is always on hand.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

A survey was conducted in which students evaluated the program as a whole and were able to share their thoughts on what they would like to participate in in the future.

During the last week of the program, students evaluated their individual courses and also rated the performance of their instructors.

A student leadership team was formed, and is comprised of all grade levels. Students will meet bi-weekly with Director to report back on their observations and suggestions for 21C

Attendance and student participation increased during the last session.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

A space was given in the school website to detail the changes of the program, as well as inform parents on the various activities offered.

The principal meets bi-weekly with Director to discuss the status of the program and share ideas and concerns.

We use the Central Business Office as a liaison in fiscal management.

Along with the school counselor, program director formed a partnership with the River Valley Tech Center at the Howard Dean Center in Springfield, that will continue on to the next school year. The Center provides high quality enrichment programs at no cost us.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We reconfigured the format of the program by shortening the hours and intentionally adding enrichment based activities to build a buzz around students.

New brochures and a interactive weblog was designed.

Student leadership team will recruit their own peers.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We expect high quality instruction and each instructor provided a detailed description that outlined what their course provided.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Director met with Special Education Coordinator to discuss the needs of students who were participating after school that had a 504 or IEP in place.

Instructors are expected to instruct at a pace that is appropriate for all learning levels.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

River Valley Tech Center - students were part of the Rockband Experience which build a lot of excitement amongst the upperclassmen (a group with little to no attendance in the program). They offer enrichment and academic activities at their site at no cost to us.

Maplewing Artisans – local community members provided programs that were culturally diverse.

Rockingham Library – provided our program with space and supplies.

Falls Area Community Television – kindly hosted our Tech Kids and allowed them to produce their own show on two occasions.

Village Book Store – donated books to our students.

Connecticut River Transportation – facilitated bus transportation for participants.

Boys/Girls Club of BF – offered a very successful Cooking Club

Harlow's Farm Stand – donated plants and mulch for the garden created during the *Gardening Art* class.

### **Bennington-Rutland: Currier KidZone (Lisa Johnson)**

#### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

To strengthen the director's position this year, the school board approved \$5,000 to put in the budget to support the director's position. The director participated in staff in-service trainings as well as trainings by the American Red Cross and Child Services. The director is in the school setting all day, giving teachers, staff, and children access to any questions they may have. The director also runs many of the programs after school, as many as 2-3 per week each session.

#### **4b. Linkages to the School Day. In what ways is your after school program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Our after school program is connected to the school day by sharing staff, space, policies, and many materials. The director's office is in the school and is available during school hours. We follow the same discipline guidelines and rules of the school to provide consistency to the children during and after school.

Our program is part of the school handbook. This has helped parents know we are not really a separate entity; we work with teachers during the school day so we know how the student's day went, what work they need to do in homework club. We also take this communication to applaud students and family's successes!

The Director is part of the Currier Action Team (CAT) which focuses on the wellbeing of staff and children. Each week we discuss the climate of the building and any specific issues students may be having at home or at school. Other members of the CAT team are the principal, home school coordinator, and the librarian.

Each week our school has a Wednesday Afternoon Gathering in which each grade takes turns presenting their learning to the rest of the school. Our after school program is included in presenting their learning also!

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

We try to hire the staff that is already working in the school. Para educators train all year long with a professional Para educator training and also must take the accuplacer test. They know the kids the best and enjoy working after school. They would have to travel to a second job anyway so this works for them! Many of our Paras are enrolled in college or taking classes and some are certified teachers already. Several of our after school staff have their Masters Degrees. This year staff took CPR training, attended the after school conference, and attended district wide trainings. Some were mandatory.

Other staff is volunteers with expertise in the subject they are teaching. Our Reading Partner volunteers are retired teachers as are some of our program leaders. Outside contractors are professionals in their field and have extensive training in their area. Our artist this year for Help Our Planet has developed environmental awareness curriculum and has traveled all over the world sharing his message and creating junk music!

To retain our staff, we try to offer a competitive wage, flexible hours, and free childcare. Program leaders can sign up to do a program that is high interest to them, set it up in a way that's convenient for them, and is age appropriate for the age group they'll be working with.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

We are a licensed child care facility that follows all child care regulations. We have a sign in/sign out system so we know where kids are and if they have been picked up. We check the attendance sheet prior to children being dismissed to know who to expect, and check any notes that came in during the day for change of plans. We greet each child and check in with each child during the afternoon to make sure everything is going ok.

We follow emergency and discipline policies. Several staff are trained in CPR and First Aid. The Director is a CPR/AED/First Aid Instructor. The Director recently got her Water Safety Instructor certification so she can teach swim lessons and water safety during summer camp!

We have access to the nurse's office after school and keep a stocked first aid kit available at all times.

For discipline, bullying, or other issues, we deal with them on a case by case basis. We follow our Pathways systems to ensure consistency and communicate with parents daily. Children may be excluded from the program if they demonstrate they cannot be safe with themselves or others.

For programs we design classes around the age of the child so it offers them a challenge but is still age appropriate. During the program the level of the class can be re assessed if too easy or hard.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**



Evidence that are programs are student centered and high interest is that are regular attendees increased this year. They enjoy certain programs and ask when new sessions are starting. Students have new choices every five weeks, except for sports which are 10 weeks long. Students, parents, and staff give input to programs by filling out surveys and putting suggestions in the suggestion box. We rarely have anyone drop out of a program because they didn't like it. We offer programs that multiple age groups can participate in and special programs just for certain age groups. This makes the kids feel special. The staff is respectful of each child's needs and keeps them engaged. The programs are fun and there is no pressure to create a product. The process of getting there is the adventure! The children are comfortable with the staff since most of them are school day employees anyway so the transition from the school day to after school is seamless.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

As mentioned earlier, \$5,000 was put in the budget for the Director's position. At board meetings the principal, superintendent, and board members advocate for the after school program. School day teachers and staff fill out surveys to let us know how we are doing and include positive comments about the program.

The principal is in direct contact with the Education Coordinator that runs the homework club. Our principal is accessible every day for brief check- ins or to set up a meeting if more time is needed. The principal also advocates for us with Project Currier Excellence (our parent group) for extra funds to support programs like our artist in residence and transportation for skiing and skating.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

To encourage and support regular participation, we tried to offer programs that fit family's needs, especially with families with more than one sibling. We try to offer a variety of programs that start and end at the same time or have an option for other siblings to go to. Our community is spread over mountains and valleys so in the winter especially, one trip to pick up everyone is most appreciated.

By constantly talking with students to see what they want and encouraging students to join the program, even coming for a day for free to try it, has been a positive way to support regular participation.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

After school instructors were expected to meet informally with the director with their ideas of a program. They would then submit lesson plans, objectives, and any purchase orders prior to class beginning. With most sessions being only five weeks long, it gave them a clear beginning, middle, and end to their project. All instructors and volunteers had to be

fingerprinted this year also and follow discipline and school wide policies. Depending on the course, some students took pre and post tests to determine student outcome.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

The program ensures each participating student is offered a variety of learning and enrichment opportunities by reviewing interest surveys, offering varied program schedules, and paying attention to age appropriateness of the programs. Instructors can adjust the activity to the level of the child if it is becoming too hard or too easy.

Students in our child care program are invited to enrichment activities at no extra charge. Students that are finished with their program can choose to go outside or play games. Some of those students go into the child care program afterwards.

Participants with learning needs are discussed with the instructor and the special education teacher so we can be consistent with language, props, or other equipment the student may need. Sometimes it means getting a one-to-one assistant or making visuals for the students. Every child gets what they need to be successful.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Merck Forest and Farmland Center: 2 weeks of summer camp. Provided two staff members and contributed toward our transportation costs. Students planted and harvested vegetables, took care of animals, studies pond life, and participated in an archeology dig.

Manchester Parks and Recreation: organized 10 weeks of basketball schedules, provided rules for each age group, 1 week of summer camp, provide lifeguards.

Bromley Outing Club: Provides ski/snowboard lessons for students, provides scholarships to all eligible participants, provide ski passes for approved ski dates, use of ski lodge.

Riley Rink: Provide lessons for children, use of warming room and party room, provide scholarships to all eligible participants.

Vermont Reading Partners: Provide volunteers to read to students who show a need for improvement.

Deb Zaccheo, Guitar Teacher: Provides all levels of guitar instruction to a variety of age levels. Served 25 children. Put on recital at the end of the year.

Blossoming new partnerships but do not have a partnership agreement yet:

Vermont Girl Scout Council: provided staff member to run program, all materials, and snack.

UVM Extension: helped set up Embryology program, set up training, and provided materials.

### **Burlington School District (Jeff Fournier)**

#### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

*Answers focus on efforts to strengthen the leadership at both the site and district level*

**Strengthened Site Coordinator Team**-A rigorous interview process selected qualified candidates with the credentials and experience to meet VT School-Aged Care regulations. These new staff members include: two licensed teachers-one with a Masters degree and licensure in teaching English as a Second Language-, a leader in youth programming across Burlington with a extensive experience with VT's School-Aged Care Regulations, and others with strong backgrounds in traditional and non traditional education.

**Mandate to Act**-Site coordinators and the program director began the school year with a mandate to implement the changes necessary to meet the challenges of our greatly expanded program. Site coordinators were given autonomy to develop and implement solutions best able to meet the needs of students and families. Likewise, the program director has significant authority to identify and solve challenges within the afterschool program

**Regular Meetings**-The director met twice monthly with elementary school SC, monthly with middle/high school SC, and monthly with the full nine-person team. Further, several sites benefitted from regular meetings with their school principal.

**New Program Management Software**-We successfully implemented City Span, a web-based, 21<sup>st</sup> CCLC program reporting and management solution. This tool allowed the program director, data specialist and site coordinators to get real-time program participation information and enhanced our operational efficiency. Further, we expect this software will streamline our reporting process while improving the overall accuracy of program data.

#### **4b. Linkages to the School Day**

**Shared Discipline Policy**-Burlington Afterschool reinforces school-day expectations for student behavior. While we are unable to offer the same level of supports available during the school day, we make every effort to help students succeed in afterschool. Where appropriate we work with a student's education support team to replicate successful strategies in the afterschool program for high-need students. In some cases we hire one-on-one supports to meet the needs of individual students.

**Shared Staff**-Nearly half (46%) of the programs staff members work with students during the school day. In fact, BAS employs 81 school-day teachers in the afterschool program.

**Shared Space**-While finding and securing safe, appropriate space for the various afterschool choices we offer students, nearly all BAS programming takes place at students' own school. We fill computer labs, gymnasiums, art and music classrooms, libraries, and other instructional spaces with our programs during the afterschool hours.

**Responsive Classroom Philosophy**-This year BAS made great headway in formalizing our approach to managing the afterschool "classroom". This spring site coordinators participated

in a day-long workshop focused on deploying the responsive classroom model in our programs. This training will become a staple of BAS training.

**Collaborative Programming**-At several sites across the city BAS partnered with a school's PTO to present a large scale theatrical productions. In some cases, this collaboration represented a continuation of school day activities.

**Focused Academic Support**-The afterschool program works in collaboration with special educators, ELL teachers, and other key school-day personnel to design and staff programs to meet the specific needs of specific subgroups of students. By working with these school day leaders, we raise the profile of the afterschool program and encourage all school day staff to see these programs and their staff as partners in the education of all Burlington's youth.

#### **4c. High-Quality Staff**

**Partnerships New and Old**-Burlington Afterschool benefits from longstanding partnerships with community based organizations, college work-study programs, and a range of education programs at several local colleges and universities.

**Recruiting Enthusiastic Staff Members**-Our expanded program calendar required us to think differently this year about how we staff our program. We began recruiting core staff and activity leader in late July by posting ads in Seven Days. The program director conducted initial interviews of core staff candidates during the summer and provided SC with a vetted list of candidates when they began the year.

**Training and Professional Development**-This year several program staff and site coordinators attended the VT Afterschool conference in Killington. Site coordinators also offered targeted skill development sessions with their teams including the SEDL online professional lessons. In addition, some SCs conducted one-on-one conferences with core staff to identify challenges and set professional goals with these individuals. Site Coordinators participated in professional development opportunities targeted to school day personnel to varying degrees. All elementary school SC and some program staff members participated in a day-long Responsive Classroom workshop focused on apply this theory to afterschool programs.

**Site Level Staff Meetings**-Again, to meet the needs of an expanded afterschool program, several SC hosted weekly or bi-weekly site staff meetings. These meetings supported the goal of retaining and developing high quality staff in several ways. Site coordinators used these meetings to clarify goals and expectations; identify and resolve program challenges; and celebrate successes. The result was a strong supportive team as site where these meeting were most consistently used.

#### **4d. Safe and Appropriate Environment**

**Expanded Licensed Childcare Sites**-three of our nine program now operate as licensed school age care centers and all others comply with nearly all of the regulations but are not licensed.

**First Aid/CPR Training**-We require that each program have several staff members certified in CPR and first aid on site at all times. In addition, first aid kits are available in easy to locate locations for after school staff and students.

**Communication.** Most staff carry two-way radios so that they may contact the site coordinator or other instructors in case of emergencies. When teachers go off site with students, they are required to have their cell phones handy and the site coordinators number on hand. The Site Coordinator/Director also has a list of all students' contact information on hand at all times, so someone can be contacted in case of emergencies.

**Emergency Planning-**We continue to work closely with the district safety team to improve the preparations managing crisis during afterschool hours. The program director is a member of the district safety team, and site coordinators work with the safety teams at each site. In addition, most sites conducted a variety of emergency drills this year i.e. fire drills, lock-down, etc. In addition, some sites worked closely with their School Resource Officer (a uniformed Burlington Police Officer) to review their emergency procedures.

**Consistent Daily Structure, Clear Expectations and Consistent Follow-Through-**We strive to build consistent, predictable structures that build from the school day in each program. We extend the school day behavior expectations to the afterschool program and articulate these expectations regularly. When students fail to meet live up to these expectations we follow-up with consistent set of consequences.

#### **4e. High Interest Programming**

**Student Input-**We value all types of student input. When students vote for an activity with their feet, we will repeat a popular activity, or even add extra sections in some cases. We rely primarily on informal surveys to gather new ideas from students.

**Variety-**We offer each student a broad range of opportunities each program day. We make sure the schedule includes something for everyone from focused thinking activities to high energy moving activities and everything in between.

**Choice-**Students and families have the opportunity to select from this menu of classes several times during the year. In addition to the structured, focused activities, participants can also choose less structured, free play activities.

**Consistently High Participation Rates-**More than 40% of program participants are “regulars”. This means that students who come, tend to come back. At elementary sites nearly two-thirds of participants exceeded 30 program days and many came well over 100 days. These participation rates confirm that students have high interest in the program offerings.

#### **4f. School Leadership Support**

**District Wide Leadership-**Burlington Afterschool benefits from strong support from Burlington’s Superintendant, Grants Director and School Board. The Grants Director and Superintendant continue to play active roles in to development and implementation of our partnership with Burlington Parks and Recreation.

**Support from School Principals-**Direct support for afterschool from school principals varies greatly from site to site. We have implemented regular meetings between the SC and school principal at several sites. Where regular meetings existed, we saw a substantial increase in the principal’s ability and willingness to advocate on behalf of the program with school-day staff and families. Specifically, principals have advocated for access to additional classroom space and better sharing of student information, in addition to providing significant support to afterschool leaders in resolving extremely difficult behavior situations.

#### **4g. Regular Attendees**

**Expanded Program Calendar-**Elementary sites offered programs nearly every day that students came to school. This allowed more students to participate in more days of programming. This expanded schedule better matched families’ need for consistent care. We added 249 regular attendees this year—an increase of nearly 40%. This increase includes 129 regular attendees at elementary sites (up 29%) and 114 at middle and high school sites (up more than 60%).

**Flexible Schedule**-In addition to allowing students to enroll for a little as one day each week, we implemented a short afternoon rate to encourage the participation of students not interested in the full 2:30 to 5:30 program. This kept the programs affordable for families drawn to the program for the high-quality enrichment opportunities.

**Family Connections**-Leaders at each site worked to create positive relationships with adult family members through community events and performances, occasional newsletters, and timely conversations about students' triumphs and challenges in the program.

**Enthusiastic Staff**-Students participate as much for who leads a program as they do for the actual program content. Site leaders recruit and hire individuals with the creativity, dedication, and passions necessary to engage all of our students.

#### **4h. Instructional Leadership**

##### **Lesson Planning**

We shared various lesson ideas and concepts from both the SEDL website resources.

We encouraged teachers to follow a familiar and successful lesson sequence of a "hook," or lesson opener that would pique student interest and awaken background knowledge of a specific topic; give clear expectations and directions for the lessons activity and progression; give students support in their endeavors; and allow for time to reflect and wrap up the lesson. While not all teachers followed this sequence in their class, those who did found that classroom management has been much easier and student learning more apparent.

We created templates for teachers to use in their lesson planning: session-long curriculum plan and daily lesson plan. We encouraged teachers to submit a session long plan that gives an overall picture of how the class will run, what the theme or main objectives are, and abstracts of each lesson

##### **Curriculum & Resources**

We continued to expand our library of materials and lesson plans from online resources and saved these in a curriculum drawer. These are available for teachers, along with several resource books, to help them plan lessons or get ideas.

We regularly devoted team meeting time to curriculum sharing

**Partners**-We continue to work with a number of individuals and organizations to deliver high quality content in our afterschool programs. Our collaboration with Very Merry Theatre and Young Rembrandts are two examples of the kinds of program-wide collaboration we plan to expand in the future. By working with these partners at multiple sites, we are able to more efficiently deliver great programs.

#### **4i. Flexible Structures and Student Choice**

**Dynamic Daily Schedule:** In addition to the short and full afternoon options, our program design allows for two elective classes each afternoon, with 2-3 class choices for each time slot for each grade cluster. In other words, students in grades K-2 are able to choose from up to six classes each day, as are students in grades 3-5. A total of 10 to 14 classes are offered each afternoon. These choices allow all students some physical activity, academic enrichment and recreation each day. Choices also allow for students of any grade level to participate in homework club, learning games, creative writing, arts & crafts, problem solving, community excursions, sports, active and board games, regularly, as well as to participate in special programming such as break dance, bike club, drumming, garden club, cooking, and guitar. Running very popular classes over a few sessions allows all students the chance to take the classes at least once, and switching out classes that are not as popular each session allows for lots of student choice.

**Class content:** Teachers are encouraged to offer choices to their students within a class as well. Each class or theme allows for a variety of physical, creative, and quiet activity. A typical lesson progression may involve a read aloud followed by acting out the story heard, and then doing an active game or craft related to the book. This gives students the opportunity to participate and process information on many levels. Students are not forced to work or engage at a prescribed pace. Rather instructors strive for a method of differentiated instruction that allows students to succeed at their own level. This may mean adapting the project for a child to try out and a slightly different end result, but ultimately allowing him/her a feeling of success.

**Class changes:** If students sign up for a class and are really not interested in the class after they begin, they are able, by asking responsibly, to switch classes when appropriate and possible. Students are encouraged to make these changes early in a session so they are able to grow with the curriculum. Similarly, if students talk with each other and have decided they want to switch, trading places in two classes is also possible. In addition, if a class is very popular and cannot support the great number of students who sign up for it, sometimes two sections of the class can be created.

**English language learners-**We offer classes designed to meet the specific needs of our non-native English speaking population as most sties. The aim of these classes is to help students progress in their language learning and to feel more confident participating in both their school day and after school classes, and in their interactions with classmates and friends. With older students these opportunities often focus on helping student understand and complete homework.

#### **4j. Community Partnerships.**

*Burlington AfterSchool relies on numerous formal and informal partnerships to deliver excellent programs at each of our nine sites. The list below describes how each site partners with community based organizations and talented individuals.*

##### **Barnes Elementary School.**

**Regular Program Staff:** We are very fortunate at Barnes to be in the center of a very close knit community of colleges and other community organizations. Because of our location, we attract and recruit many college students from Burlington College, Champlain College and UVM, who are eager to practice the teaching skills they are learning in their studies with after school students. Through these schools we have had work study students come and assist in classes, qualified education students come and lead activities and teams, and we have had whole groups of students come as a practicum for their education classes to lead after school activities together. These connections are extremely valuable for both the college students and the Barnes students. Barnes AfterSchool students are able to experience their fresh perspectives and ideas, and to be inspired by their energy, while the college students get real classroom experience and begin to develop their unique teacher presence.

**Champlain College:** A group of Champlain College art education students developed two curriculums to work with our after school population. For the K-2 group, the curriculum focused around process art, and for the 3-5 group, on digital photography. The group of 5 college students gave our students powerful lessons on creative art, and also were able to give our students the individual attention they so need.

**Saint Michael's College:** Because of our large population of English language learners, mainly refugees resettled in Burlington, a connection was established with Saint Michael's College for a class focusing on the cultural diversity of our school. With Saint Michael's

College, Intensive English Program students from several different countries around the world may take a service learning elective as part of their English program. As part of this service learning class, three different groups of diverse students from Saint Michael's came under the direction and supervision of both their SMC teacher and a Barnes After School staff member, and lead students in a variety of activities and projects to encourage cultural exchange. This experience helped both the Saint Michael's students learn English, and helped our students to better understand their world and feel proud of their own unique cultural histories.

***Burlington High School:*** Burlington High School ELL students must fulfill a service learning requirement for their diploma, and they must also find opportunities to read at their reading level. This is a hard task when they are reading at a second or third grade level in high school. A Barnes AfterSchool teacher who was student teaching at BHS developed a class for a group of students from Burlington High School to come to Barnes every Monday for a buddy reading class with many of our own ELL students. This gives students an opportunity to build valuable relationships with older peers, and for both parties to enhance their literacy skills.

***The Flemming Museum:*** This University of Vermont art museum runs art classes for kids on site at the museum. They supplied scholarships to Barnes after school students to run a class for them exclusively for one session. Students were able to visit the museum each week, and participate in professionally run art classes.

***Informal Partnerships:*** Some partnerships are not as formal, but are nonetheless essential to creating connections to the community and school. Bike Recycle has both offered bikes to students in bike club, and lessons on bike mechanics to students, and they have been used as a site for our community services clubs to do volunteer work. The school day has also included Barnes after school in some of its' Farms to School project work including help in the Barnes Gardens and special cooking projects. This year, a whole school Read Around the World event will be part of after school, creating a stronger school day connection for the program.

### **Burlington High School**

***VCAM (Vermont Community Access Media):*** This group, whose mission is "to provide local citizens with access to training and state-of-the-art digital visual tools as a means of personal, political and artistic self-expression," runs the film club at BHS. They provide both an advisor and the equipment for the program. The students in this club have produced several short films.

***Sparetime Lanes:*** This bowling alley gives us very good rates and welcomes our bowling program that serves mostly special needs students, giving these students a chance to be part of a sports team.

***OutrightVT:*** OutrightVT runs the "Gendertopia" program, which encourages all youth to explore the reasons behind our gender choices, what gender really means, and how the media promote gender stereotypes. This program serves students who were previously underserved, if not ignored (while programming around sexual orientation has been around for some time, the recognition of gender identity as a separate issue is fairly new). This is one of the first, if not the first, gender education program in the country to be supported by a high school.

***Edmunds Elementary School:*** Several BHS students served as "book buddies" for an elementary school library program. As a result, the high school students received community service hours and the elementary students were read to more than they would have been without the extra readers.



*Lake Champlain Maritime Museum:* LCMM provides boats and an instructor for the Champlain Longboats Rowing program. Outcomes include education on the history of pilot gigs, student participation by students who had never been part of a team sport before, and a rowing scholarship for one team member.

### **Champlain Elementary School**

*UVM-* Two students from UVM created a six week science curriculum for some of the students in after school. Not only did they carry out this curriculum but they built and educated the students with a watershed model to teach about watershed science. They have left us this model to give to the new science unit at Champlain Elementary.

*Gym Kids-* We have also partnered with Ila Sewall a dance, gymnastics and tennis instructor. At the end of each session her dancers put on a short concert to perform for the parents.

*Champlain Elementary Community Garden-* We have worked with Melissa McConnell (parent and community garden member) to have a plot in the Champlain Community Garden. We currently are running a gardening class and one of our teachers, Sarah Coonrod will take care of it over the summer/ fall so the plants and land will not be forgotten.

*ECHO-* We took an early release day field trip to the ECHO Lake and Aquarium Center. All of the students that attended were able to explore the whole center.

*DREAM-* On the early release day to ECHO we took the DREAM organizations veggie bus.

*Burlington Park and Recreation-* Yvette Mason (Champlain Citykids Coordinator) and I have worked to set up evening concerts where her students would put on plays and after school students would do dance performance as well as put their art work/ science experiments etc. on display. We also have run early release days together where we set up a field day and had Mike and the Big Blue trunk visit.

### **Edmunds Elementary School**

*UVM:* work-study collaboration provides staff, as well as volunteers, to help operate the program. Two work-study students have expertise in the field, one being an Elementary Education major; the other a double major in Special Education & Art. They both added value to the program by nature of the quality activities they ran and their ability to work effectively with children. A group of freshman Elem Ed majors joined the program during the fall as volunteers and added extra hands to our Cooks in the Kitchen, Benefit Bakers, Let's Make Music, Beading & Jewelry-Making activities, as well as others.

*Parks & Rec: Memorial Auditorium* – the Manager of Memorial Auditorium readily secured space in the building for us to expand the range of places we could schedule activities, thus allowing us to schedule more activities than if we didn't have it available (especially during the colder months).

*Parks & Rec: City Kids at Edmunds* – City Kids Coordinator Sarah Carter and I collaborated in a variety of ways this year. They included joining our groups together on Early Release Days to offer more variety to kids; a regular activity on Mondays (Group Games with City Kids) and Fridays (Movin' & Groovin' with City Kids) from 4:15-5:15 to bring kids together; sharing materials as we are able (gym equipments, craft materials, etc). These efforts benefited all kids and made us feel more united.

*Burlington City Arts:* We collaborate with BCA to run a variety of arts and clay classes at the clay/arts center on the lower floor of Memorial Auditorium. This gave a wide range of kids the opportunity to take high-quality art classes with trained professionals, and many of these kids wouldn't have the same opportunity to take classes there due to the cost involved to attend.

*Edmunds Middle School:* Use of Healthy Living classroom provided regular opportunity for a broad range of cooking classes to take place throughout the year; involvement of both the Design & Tech Education and the Music teachers offered valuable learning opportunities for students and the chance to become better acquainted with the Middle School, which many of them will move onto next school year.

*Chittenden County 4-H:* Collaboration with the Chittenden County 4-H coordinator resulted in “The Power of Wind” program for grades 3/4/5 and a learning opportunity based on the curriculum 4-H provided, along with staff support and materials.

*Burlington High School:* High School students volunteered as “Reading Buddies” to support our Fletcher Free Library Field Trip activities lead by a Kindergarten teacher during the Fall and Winter 1 sessions. This offered children small group (2-3 kids with a student or staff member) literacy experiences that built on literacy points from the school day.

*Very Merry Theater & EES PTO:* We worked in tandem with these to groups to lead 3 afterschool activities that tied into the Spring musical production of Peter Pan. This was a great success all around, as it involved parent volunteers, Very Merry staff, our staff, and other volunteers to create a wonderful community feel for the end result. More than 45 children were involved in these 3 activities combined.

### **Edmunds Middle School**

*Burlington City Arts* – Quality art instructors and facilities at discounted rates.

*UVM Work-Study program* – Paid for Homework Help tutors and other support staff.

*Burlington Parks and Recreation* – Use of space and co-instructors for Drop-in Sports for part of the year.

*Champlain College* – Volunteer instructors for Environmental Club.

*The Lab* – Quality instructors and facilities at a reduced rate.

*YMCA* – Quality instructors and facilities for Swimming Lessons.

*First Night* – Supplies and opportunity to march in First Night Parade.

*Petra Cliffs* – Use of indoor rock climbing facilities and equipment at a reduced rate.

### **JJ Flynn Elementary School**

*Burlington Parks and Recreation* –

A large program that reflects the structure of the recreation/child care-based “CityKids” and the enrichment choices of Burlington After School.

We can offer more financial help to families through state subsidy and school district sliding scale scholarship.

Our program is a licensed childcare center.

We acted at the “pilot program” for the district, coming across (and hopefully solving) problems that come from merging two programs – role of staff and directors, scheduling, attendance policies, a joint handbook and registration material, etc.

*ECHO Center*

A science program serving 30 students focused on Lake Champlain and Vermont wildlife.

Programming coordinated by the ECHO Outreach Coordinator.

We hope to build this program next year

*Farmhouse School*

A horseback riding/ horse care program serving a group of 12 4-5<sup>th</sup> grade girls from October-April.

Girls learned about horse care and science, along with teamwork, respect, and communication skills.

We hope to build this program next year

### *Champlain College*

Four CC students volunteered with a service learning class to help instruct a yearbook activity

Students also assisted with “Benefit Bakers” and soccer

### *Flynn PTO*

Collaborated with PTO and Very Merry Theatre to put on “Peter Pan”

PTO parents instructed 4 after-school play activities – chorus, set design, costumes, and marketing

PTO subsidized students’ tuition for play-related activities

Also collaborated with PTO on yearbook after school activity – students worked with PTO parents (and PTO funding) to create a school yearbook.

### *Very Merry Theatre*

Worked with VMT to put on school musical – “Peter Pan”

Shared after school space for rehearsal time.

Worked with music director and choreographer in after school activities.

After School marketing activity developed programs. T-shirts, raffle ticket sales, and other advertising.

## **Hunt Middle School**

*Sara Holbrook Community Center*-The Hunt Middle School After-School Program is coordinated and run by Sara Holbrook Community Center, as such, the site coordinator is a Sara Holbrook employee and her office is housed in the New North End Youth Center adjacent to Hunt Middle School. The after-school program has use of the center’s van and grants for the summer program and some of the school year programs are written through Sara Holbrook Community Center.

The youth serving agencies, *King Street Youth Center* and *Boys & Girls Club* have collaborated with us in offering programs that they allow our students to take part in.

*Burlington Parks & Rec, Fletcher Free Library, Flynn Theater, the Fleming Museum, Vermont Campaign to End Childhood Hunger, Lake Champlain Maritime Museum, UVM Extension Service, Racquets Edge, Lake Champlain Sailing Center and Shelburne Farms* have all provided classes or have given us reduced rates for field trips

*Middlebury College* and *UVM* students helped with the Winter Odyssey Dog sled program

*Pet Food Warehouse* helped with funding for The Winter Odyssey Program. .

*Burlington Schools Foundation, the S&C Lance Family Foundation, an anonymous donor* and *Burlington Schools* all contributed toward the cost of the Middle School Summer Programs.

This spring we have begun o collaboration with the *Burlington Police Department* in which every Monday 3-4 police officers in plain clothes organize a program with middle school students at the New North End Youth Center. The program ranges from athletics to movies and they also provide snack for all participants.

## **Smith Elementary School**

*Young Rembrandts*-provided excellent fine arts curriculum

*Vermont Taekwondo Academy*- students learned discipline, improved their listening skills and learned the basic taekwondo moves.

*Very Merry Theatre*- Tom Sawyer was performed for students, parents and staff

## **HO Wheeler School-**

The afterschool program at HO Wheeler is operated in partnership between the Burlington Boys and Girls Club and the school district. We work with the following organizations to meet the needs of the youth and families in our neighborhood.

*ECHO*

*Lake Champlain Community Sailing Center*

*Students from St. Mikes, Champlain, and UVM*

*Community College of Vermont*

*AmeriCorps*

*UVM Dance Team and other dancers in the community*

*Operation Military Kids*

*Vermont Foodbank*

*Vermont Campaign to End Childhood Hunger*

*Sara Holbrook Community Center*

*King Street Youth Center*

*Burlington Parks & Rec*

*Child Care Resource*

**Caledonia North Supervisory Union (Diane Janukajtis)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

A new afterschool director was hired who has many years of experience administering federal grants involving special education and Title I funds for the VT DOE. In addition to holding a state-wide position working with schools, her responsibilities included managing grant activities for the NE region. She is familiar with the Caledonia North SU schools, community resources and families.

The afterschool director has been a participating member of the Supt's Leadership team and SU Administrative team. This has helped build relationships and improve communication between the principals, central office staff and the ASP program necessary to support the adoption of a broader vision of the ASP (extension of school day, not day care that shares school space).

The program director developed and convened a new ASP Advisory Board to support and guide the program director. The Board has met twice and will continue to meet on a quarterly basis. The director produced a 21C/CNSU 21C orientation and information binder for Board members. Board members represent the CNSU schools and communities and include a principal, Title I coordinator, school board chair, parents, Safe Schools grant director, and ASP site coordinator. Board members are knowledgeable and supportive of the CNSU afterschool program.

The program director participated in the following professional development:

VT DOE: 21 C Director's Retreat, 8/08

21 C Director's Meetings, 2/09, 4/09

21 C Director Workshop, End of Year Reporting, 5/09

Forum on School-Wide Positive Behavioral Supports, 10/08

"Getting To Readiness" Workshop, school teams implementing PBS, 11/08

VT Afterschool Conference, Killington, VT, 10/08

CNSU:

Teacher leader professional development strand – Coaching and Facilitation –led by UVM staff, 10/08

Administrative Team book study – Professional Learning Communities, by Dufour

Bullying Webinar by Michael Nierney, 5/09

“Students Experiencing Trauma”, all staff orientation, Robert Bryant

Safe Schools – Healthy Students Core Mgt Team meetings – variety of topics throughout the year (ATOD, Mental health issues in schools, restorative justice)

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Over 75% of ASP staff are employed by the schools during the school day (teachers, para professionals, hot lunch agent). Many of the enrichment instructors are CNSU teachers. Schools provide ASP space, custodial services and daily snacks at no charge. This year we expanded the space used from just the multi-purpose room (gym) to classrooms, library, computer lab at all sites. We continue to use the school grounds (playground, playing fields, school trails) during recess and enrichments. All sites have space at the school for an ASP office with phone, internet access, and storage.

The program director and administrative assistant are located in central office space with the superintendent, business manager, Title I director and special education director.

We share discipline, safety protocols and all other school policies. Two of the schools are beginning an all school approach to behavior and discipline (PBS); the ASP program director and site coordinators were included as team members of the school teams and attended trainings with the groups.

As school day employees, the ASP staff attend SU professional development (academic strands) and other workshops (bullying, trauma) which increase the capacity of the ASP staff. A new program design was implemented this year which required staff to coordinate as much as possible with the school day curriculum. All sites offered activities based on school day units, all school themes, school grants (fresh fruits and vegetables), performances, etc. Several teachers used the ASP to extend school day units (P. E. , social studies, DCF Book Clubs).

The ASP is included in all School Action Plans as part of the supports offered to students. Several sites are included as part of the school’s weekly newsletter.

Instructional goals and methods are aligned with school day academics.

The program director has regular contact with the Superintendent and principals through weekly and bi-monthly team meetings (see 4a).

The program director and site coordinator attended teacher staff meetings throughout the year at five sites.

ASP staff check with teachers at most sites regarding student homework assignments and individual student’s academic needs. Teachers stop by and check in on many students during ASP.

A tutoring initiative was started at four out of six sites this year. It utilized school day teachers to provide 1-1 and 1-2 help to students referred by their classroom teacher.

NECAP scores are made available to ASP program director and site coordinator.

The principal and site coordinator decide when to close the ASP due to inclement weather.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Staff are recruited primarily from school day staff. We also advertise in the local newspaper; word of mouth has worked for us.

We implemented a new program design this year which required reconfiguration of program positions, job titles, and new job descriptions.

All staff had a mid- year self- assessment/feedback meeting with the site coordinator and an end of the year written evaluation.

The program director developed hiring protocols and packets for enrichment instructors and tutors.

The program director meets monthly with the site coordinators and also has frequent contact with all staff (e-mail, phone, site visits). Professional development topics are part of every agenda.

The program director follows up immediately when concerns are raised by site staff regarding students or families. The director attends meetings with school staff and site coordinators regarding students as needed.

The site coordinators developed a list of substitute staff familiar with the school and students at that site.

Professional development:

Safety and student records:

CPR, First Aid, Blood Borne Pathogens for all staff

Lyndonville Police chief – training on ASP crisis scenarios and crisis response drills – site coordinators and program director

Filemaker Pro, confidentiality of student records, John McSweeney – site coordinators

Student management/classroom environment:

Positive Behavioral Supports

Bullying –Olweus (one site), Michael Nierney webinar – 2 site coordinators

Foundations for Early Learning (taught by CNSU early ed staff) – kindergarten staff, site coordinator

Student Trauma, Robert Bryant – all ASP staff (CNSU staff orientation)

Academic:

K-2 science strand, 3-5 literacy strand, 6-8 writing strand – all staff employed by schools attended a strand throughout the year

21 C – VT Afterschool Conference, one site coordinator

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

ASP site coordinator staff meetings – ongoing review of safety policies and procedures recommended by VT DOE 21 CLCC and VT Children for Children and Families;

Program director and site coordinator professional development (see 4c)

Site staff and program director met with each principal at start of year to review ASP safety protocols/policies.

Site coordinators given a copy of the VT DOE School Crisis Guide (doesn't include specifics for ASP, but is useful in adapting school safety plan to ASP safety plan, has written emergency protocols).

ASP staff conducted safety drills at each site (fire, lock down, clear the halls,) and kept records of when these drills were conducted.

There are always at least two staff on site, regardless of the school/site size; staff utilize sign in/sign/out sheets for students and call home when students are in school but not at ASP.

ASP policies were changed to no longer allow students to leave the program and walk or bike home alone; an adult must pick them up and sign them out. Students must be picked up by an adult 18 yrs of age or older; all adults picking up a child must be designated in writing by the parent on the ASP registration form.

Safety protocols were reviewed with the Administrative team, Supt Leadership team and the ASP Advisory Board.

The Safe Schools – Healthy Students grant purchased safety equipment for the schools which supported the ASP safety protocols:

Radios for ASP staff that are linked to school staff (principals, custodians, etc) schools are now locked during the school day and ASP; buzzers/pagers were installed at doors used by the ASP (all but one site).

Outside security lighting and signage was installed at schools.

Classroom door locks (can be locked from inside the classroom).

First Aid kits are kept at all sites; the school nurse checks to make sure we have the right supplies in the kit.

We use field trip permission slips for each field trip and follow school guidelines.

We maintain appropriate student/staff ratios (if staff are absent we hire a sub).

The ASP registration packet completed by the parent includes medical information important for staff to know, is available at each site on a clipboard that goes with the staff and students (recess, outdoor enrichments, field trips).

The discipline policy was changed this year; it is part of the registration packet that the parent signs and returns. Rules and behavior expectations are posted in each site. Students are no longer expelled from ASP after three behavior incidents; there are increased efforts to use strategies/behavior plans used by the classroom teacher and make referrals to the EST or MH clinician.

Extra attention is paid to any student having a difficult time emotionally or behaviorally; contact is made with the parent and school day staff. ASP site coordinators have attended IEP, 504 and EST meetings as well as meeting with the classroom teacher. The program director has made contact with the school principal regarding individual students.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

We successfully implemented a new program design offering new enrichment calendars and program descriptions every six weeks at all sites. We hired classroom teachers as well as community members and vendors.

Students sign up by choice; we survey students at the end of each six week session to determine interest and receive program requests. We added more fitness activities mid year due to student input.

We received very positive ratings and written comments from the parent survey given at the end of the year. Parents and students liked the balance and variety of enrichments for different age groups. We added many activities that were not offered previously (fitness, technology, literacy, prevention – ATOD, nutrition).

Some of the enrichments or “clubs” kept going and offered performances or service to the school or the community.

We have a consistent schedule; students and parents review the calendar and pick the activities they want to attend.

We have low student/staff ratios so every child receives attention and support.

We have incorporated new learning materials (Fleming Museum and VT Historical Society Museum kits, Modern Woodman ecology kits, Boston Science Museum activities, DCF Books) and used them to support the school day curriculum.

We included community service by students at each site.

Used arts and crafts activities to support literacy and science offerings.

Used fun, hands-on academic materials (books, games, puzzles, art materials, legos) to support learning during the academic block for younger children who do not have homework.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

ASP was included in five out of six school budgets rather than a “stand alone” article like last year. A motion to amend the budget for the ASP at two sites was defeated by voters.

The ASP director was invited to make presentations to several schools boards as well as teacher staff meetings and SU in-service meetings.

There is ongoing support from the superintendent, principals, Title I director. The Title I director collaborated with the ASP director on development of the ASP tutoring initiative, attended teachers team meetings together to publicize the new program.

ASP has space on the SU and schools web site (not completed yet) and support from the SU Technology Coordinator (she is teaching a technology enrichment in the SU summer program).

A school principal, Title I director, Safe Schools grant director and a school board chair sit on the ASP Advisory Board.

The ASP program director meets weekly with the superintendent, special education director, Title I director and business manager at the Supt’s Leadership team. The program director meeting monthly with the principals and above central office staff on the Administrative team. Both groups provide regular opportunities to discuss ASP issues and receive input and feedback.

A school principal taught a rocket building enrichment for ASP at his school.

The ASP is part of the School Action Plan for every school.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

New program design – six week blocks with new programming each session.

Increased number and diversity of enrichments taught by a variety of instructors;

Enrichments offered to smaller age ranges (K-e, 3-5, 6-9 at larger school, K-4 – 5-8 at smaller schools); more activity choices for students;

Contracted with certified teachers from school where they teach to build on school day curriculum and events;

Recruitment:

school day staff recruit;

Six week calendars/program descriptions sent home with every student each six weeks

Newsletters, bulletin board displays, program videos and slide shows;



Meetings with teacher teams;  
Individualized tutoring;  
“bring a friend for free” day;  
Extend popular enrichments, offer them again;  
Re-hire popular teachers and vendors;  
Adjust the balance of program offerings in accordance with student survey results;  
Provide comfortable and safe environment; caring staff who know all students and their families;  
Ongoing conversation with the site staff regarding adjustments/improvements to the program;  
Provided daily snack;  
Flexible registration; students attend whenever they choose;  
Overcame barriers of offer enrichments (ex – equipment needed to offer tap dance and roller blading, museum kit pick-up and sharing among sites);  
Family friendly fee schedule and scholarships;  
Individualized homework assistance;  
Older students brainstorm activities to be offered from pre-developed list;

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We require an interactive hands-on approach in working with students by all staff.  
All programs must focus on literacy, math, science, technology or fitness/wellness to be offered. Academics are embedded in every program offering.  
Instructors must complete a program proposal prior to teaching the enrichment that has goals and objectives linked to VT Standards.  
Many ASP enrichments are based on the school day curriculum and taught by classroom teachers.  
The program director and /or site coordinator interview prospective instructors and review course proposals and lesson plans. The director produced a flow chart of the interviewing, hiring, pay process for site coordinators to use to make this process clear and consistent across sites.  
Site coordinators discuss each session’s calendar with the program director; site coordinators and director also discuss program offerings as a group before each session; any concerns , comments, regarding quality, student/teacher interaction are all shared. Instructors not meeting expectations are not re-hired by any site.  
ASP staff provide support for enrichment instructors as they teach students to improve student outcomes and behavior.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Age appropriate groupings;  
Varied space for homework assistance and enrichments;  
Individualized homework help when indicated;  
1-1 tutoring with referral from classroom teacher;

Alternative choice of activities if student does not want to be in a specific activity;  
Added programming options (ex: free choice time for K-2 group)  
Communication with classroom teachers, special education teachers, parents, regarding student's learning needs;  
Outdoor activity at sites every day;  
Offer balance of program types at each site;  
Low student/teacher ratios so all children receive attention and help;  
Implement children's individual behavior plans used during school day;  
Make sure students have needed equipment to accommodate special needs (Ex: FM modulator for student who is hearing impaired);  
Flexibility in schedule to accommodate student's schedule (sports, boy scouts, parent picks up child early)  
Learning stations with activity choices made by student's;

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Cobleigh Library Bookmobile: made weekly visits to each site; staff read books that supported ASP enrichment theme or school day curriculum; student could check out books (some of our schools have no library or librarian); scheduled sometimes during snack, students could eat and listen.

Lyndon Institute Student Dance Troupe: the high school dance teacher and students performed at ASP sites and taught workshop to ASP students including dance basics, body awareness; ASP students choreographed their own dance and performed for each other. The high school students receive community service hours from the high school. Some 8<sup>th</sup> graders signed up for the dance troupe for next year.

Lyndon Institute Volunteer Club: high school students and their teacher/sponsor made weekly visits to our largest site; the majority of students were from foreign countries. After getting to know ASP students they presented activities regarding their own culture (food, dress, language, etc); LI has quite a few boarding students from other countries and this was a successful cultural exchange. High school students received community service hrs.

Siskins Ecological Adventures: provided very popular programming in science, outdoor ecology, cooperative games, recycling, school trail exploration and maintenance at all sites. Siskins obtained a grant from NEK Waste management district to offer recycling education and activities at the ASP sites.

UVM extension, St. Johnsbury: UVM staff provided nutrition education (making healthy snacks, food pyramid) at all sites; this was very popular with students and was extended; students made healthy snacks for their parents, made recipe books.

VT Council of the Humanities: awarded Newark ASP \$250.00 grant to purchase books for the Dorothy Canfield Fisher Book club (grades 5-8); DCF is not offered during the school day. The site coordinator received instruction in "Reading Theater" from the school literacy teacher; dollars left over will be used to purchase books for a Red Clover book Club (gr K-4) at Newark next year.

Kingdom Trails: The Kingdom Trails director ran a sports club at the Newark site all year offering soccer, lacrosse, basketball, and cross-country skiing. This club taught basic skills at a school that does not have sports teams and a limited P. E. program.

Modern Woodman of America partnered with the Burke ASP to provide trail signage and materials to build a bridge. The ASP students did trail maintenance along with community

members and made trail signs. This partnership will be continued next year. Modern Woodman also donated ecology, fitness and civics kits to all sites.

Caledonia North SU schools: all schools partnered with all sites, offering opportunities to be part of school agendas, fundraising, performance, community service.

The Lyndonville Police chief provided a training to site coordinators on crisis response as well as providing enrichments on safety at ASP sites. He will be conducting crisis response drills with each ASP site next fall.

Safe Schools – Healthy Students grant: has offered prevention programming at some ASP sites regarding drug, alcohol, tobacco. ASP staff can make referrals to the grant mental health clinicians housed in the schools. The grant has purchased safety equipment for the schools and is assisting with crisis response planning which benefit the ASP sites.

Lyndon State College physical exercise science students and college teacher (she is a P. E. teacher at a CNSU school) offered a free aquatic safety workshop at the LSC pool for ASP students. We will be partnering again on swimming safety and other areas with these college students.

Lyndon State College theater students offered an enrichment to middle school students which involved researching a time period based on the school day curriculum and producing a skit.

Amos Natural Science Education: this vendor is a certified teacher, biologist and former Fairbanks Museum staff member; he taught a number of high interest science enrichments (some feature live reptiles and amphibians, insects) at all sites. He taught a new activity this year on the Northern Forest. He is also an ASP Board member and local community member.

#### **Franklin Central SU- Open Doors (Suzanne Skaflestad)**

##### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The Open Doors restructuring has required the Director to take on more roles and responsibilities. The Director worked hard this year to make the restructuring process successful.

Ongoing support from central office and school administration helped to make the transition easier.

##### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages**

Proactive communication continues with ongoing communication with the behavior specialists, support service staff, teachers and administration regarding at-risk students, a student bulletin board educates and informs others about Open Doors activities, teachers distribute and promote the program during class.

Director has participated in parent conferences to provide support to individual students. Open Doors is included as part of students IEP plan.

During enrollment period, Director was invited to speak and distribute program brochures during the students lunch period.

All Open Doors students are included in the Alertnow database.

Students from Bellows Free Academy in St. Albans have volunteered as tutors in the after-school program and connections have been made with the high school teachers who have expressed an interest in being more involved with the Open Doors program.

Director was invited to be a part of the PBS leadership team at the City School, and has attended meetings with city school staff to organize the behavior expectation chart in preparation for the next school year.

Director has worked more closely with the technology specialist to provide collaborative after-school and summer programs.

Open Doors instructors and behavior specialist connect school day student behavior with participation in after-school program. There have been instances where students were not allowed to attend program after-school until behavior improved during the school day.

This motivated them to work on their behavior, as they wanted to attend the program.

Open Doors Hip Hop Dance presentation was held as a school day assembly.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Director participated in 21<sup>st</sup> century mandatory training and mid year check-in with Docs n-More committee to discuss progress and identify next steps.

Director and staff attended recent presentation with Mr. John Halligan whose son committed suicide due to severe bullying.

Staff is given relevant information about the after-school program, orientation folder and is expected to complete program proposal in order to teach a class in the after-school program.

Director gives constructive feedback to staff about their work and initiates discussions when issues and or concerns need to be addressed.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Open Doors staff maintain and enforce safety procedures in the after-school program including attendance records, pick-up procedures, emergency contact information, first aid kits, identifying student allergies, disabilities and behaviors and transportation needs.

Transportation continues to be offered in the Open Doors program.

Schools have increased security at the school with locks on the school doors and ID badges for personnel.

Open Door staff is committed to having student take surveys after each session to assess student's satisfaction with the program.

Selected staff take CPR training on a yearly basis.

Vulnerable populations check are conducted on volunteers that will be working closely with the students in the program.

Students that are struggling emotionally are brought to the attention of the school staff and when appropriate, addressed in high-risk team meetings.

Director reaches out to parents on a regular basis and or returns phone calls in a timely fashion to discuss their child's needs and/or answer their questions.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Open Doors team has taken a look at quality of programs, not quantity of programs, based on survey input, attendance, and interest and need.

Director also researched information on high quality programs and revised program proposal and surveys to incorporate key elements discussed in *After-school Programs in the 21<sup>st</sup> century: Their Potential and What it Takes to Achieve It.* (Feb 2008)

Open Door team recognizes the importance of incorporating high school students in the Open Doors program through volunteer and paid opportunities. For example, High School students will be returning this year to work with a certified teacher to teach a theater and dance class for the summer.

A student that completed community service hours in Open Doors continued to volunteer because he enjoyed the experience, and wanted to contribute in a positive way to the program.

Students complete surveys after each program session and provide valuable feedback about the program and suggestions for the future.

**4f. School Leadership Support. What actions have your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Over \$30,000 is sustained through school support for the after-school program.

They have attended meetings to discuss program delivery and sustainability.

They have kept the Board informed of program needs and activities.

They have included Open Doors in discussion with prospective bus companies in order to ensure program needs were being met in a cost effective way.

They have arranged meetings with Open Doors staff and teachers to program plan and receive feedback.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Transportation continues to be offered on a regular basis. The team will continue to evaluate transportation needs and ways to minimize costs without affecting student participation.

Students are made aware that all they need to participate in the program is an interest. They are informed that the program fee is there to help with program operations, but should not prevent any student from participating in the program.

Student completion in specific programs is celebrated with pizza and ice cream parties, and certificates.

Pictures and articles of students are displayed on bulletin board.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Instructors continue to submit program proposals and are given feedback from the student and parent surveys.

Instructors are given information about grant requirements so they have a better understanding of the importance of submitting the proposals and conducting the required surveys.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Instructors are given a list of students with their specific needs so he/she can adapt and modify their teaching style to accommodate the student. For example, an autistic student is allowed to join in during the Hip Hop class when he feels comfortable.

Cooperative efforts between the homeroom teacher and instructors assist in helping the students make a smooth transition between the school day and the after-school program.

#### **4j. Community Partnerships**

The PPICS database has a detailed listing of all the people that have provided support to Open Doors with in-kind services, donations and/or grant support.

This past year Open Doors has collaborated with The Common Ground Teen Center, Electric Youth Dance Company, Duke's Fitness, Snyder's Academy of Tae Kwon Do, Phoenix Meadows, Martha's Kitchen The Humane Society and the Open Doors Program at the Town School,

Open Doors marched in the Maple Festival Parade with Giants they created in the after-school program.

Students enrolled in the Cultural Cooking Class donated their entrees to Martha's Kitchen, a local soup kitchen.

Open Doors has regularly been published in the St. Albans Messenger.

Open Doors received funds from various businesses as a result of a collaborative letter written by City and Town school to support after-school programs.

Director recently made connections with a potential artist in the community as a result of my conversation with one of the art teachers at city school.

Director was successful in enlisting the support of teachers from Bellows Free Academy to teach in the after-school program.

Director enlisted support from student volunteers in the World of Difference Program at the high school to act as mentors in a new program called "Making a World of Difference."

This program consisted of middle school and high school students conducting classes for elementary school students with the guidance of a certified teacher.

#### **Franklin Northeast SU (Teresa Manning)**

##### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Project Director position was added back into the project structure

Advisory Team has been reestablished and meeting quarterly to assess programming and policies

Site Coordinator meetings occur regularly to address project and site specific needs

##### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Most afterschool program staff are school day employees, para-educators and classroom teachers

Utilize school space for afterschool program (i.e. computer lab, cafeteria, library, auditorium, multiple classrooms)

Afterschool Program staff attend school in-service trainings

Principals are members of the Advisory Team

Family Handbook incorporates school procedures and policies

Communication between Afterschool Program Staff and classroom teachers to monitor students learning needs, such as homework completion and behavior

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Recruit internally for staff before advertising externally through local publications as well as online

Oftentimes, school staff approach Site Coordinators with interest in working with the afterschool program.

Revised job descriptions for a more accurate depiction of staff roles and responsibilities

Project Director and Site Coordinators attended Vermont School Aged Care Conference

Afterschool Program staff attend school in-service trainings, when applicable or required

Project Director served on the Sustainability Team, and attended FileMaker Pro, APR, and grant writing workshops.

Site Coordinators attended and Outdoor Science for school-agers workshop at Northwestern and Career Counseling Center

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Created a Student/Family Handbook, which incorporates school safety policies

Utilizing walkie-talkies regularly at all sites for communication between staff

Students are dismissed based on parental permission

Aggressive/violent behavior are disciplined more severely than other behavior issues

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student attendance increased, particularly regular attendees

Student interest is assessed and incorporated into program activities

Activities such as Indoor/Outdoor are offered multiple days per week for the entire year due to student interest based on activity attendance

**4f. School Leadership Support. What actions have your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Partner school principals & Grants/Curriculum Coordinator participated in Advisory Team meetings

Principals participated in hiring new Site Coordinator

Meet with Site Coordinator and/or Project Director as needed  
Grants/Curriculum Coordinator functions as the direct supervisor for the Project Director, assists in sustainability planning, and overall assessment of the project as necessary  
Principals are available to assist with discipline issues  
FNESU Support Coordinator assists with some administrative duties as needed

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Increased high interest programming activities  
Offered high interest programs for multiple sessions  
Enosburg Site Coordinator addressed fifth graders at Elementary School  
Multiple methods employed to promote the program such as: quarterly program flyers displayed throughout the school and placed in staff mailboxes; addressed

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Addressing the need for intentionality within programming with Site Coordinators and developed a plan for the future  
Class descriptions provided to Site Coordinators for approval  
Site Coordinator and staff discuss types of activities to be incorporated into coursesa

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Offered some courses to specific age groups (i.e. middle school activities vs. high school activities)  
Staff, which is largely made up of school day personnel, are aware of students learning needs and styles and are trained to incorporate the skills and abilities of various learning styles appropriately within the activity  
Some of the activities for high school students are offered in the evening in order not to conflict with other afterschool activities/responsibilities

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Brainstormed and contacted multiple potential partnerships and added two new partners: Franklin County Caring Communities offered program evaluation support and grant writing/review assistance; FNESU Strategic Prevention Framework offered program evaluation support and discussed future drug and alcohol awareness workshops for afterschool programs  
Various community members donated snacks items, and supplies for activities (cooking, theater, and sewing)



## **Franklin Northwest SU- Crossroads (Carol Lizotte)**

### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Director attended several workshops. Presentations, the VDOE 21C Retreat and two conferences over the year.

Director association with the Docs & More state work team has resulted in assisting the development of a program handbook.

The addition of the Administrative Assistant has reduced the costs by bringing in help with flyer copying tasks, assistance with budget updating and other administrative tasks.

Increased frequency of the Site Coordinators Meeting.

From grant writing task, the Program Director has had more contacts with school principals over this school year.

The Director and some Site Coordinators have made visits to other after school sites which has assisted the Director and Coordinators in developing and replicating exceptional programming and operation methods found at other afterschool sites.

### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

#### **FRANKLIN CROSSROADS**

The program uses regular school day space

Homework Club is broken up into grades and a school day staff member from that classroom instructs that grade.

All afterschool academic programs go along with Franklin's School Action Plan

Staff members are given opportunities to get training Lego Robotics, CPR, writing and math – with the last three trainings offered by the school.

Afterschool programs follow the regular school behavior and bus policies.

#### **HIGHGATE CROSSROADS**

Grade level teachers and paraprofessionals staff the Homework Clubs in the classrooms.

A majority of the Crossroads staff are employed by the school as teachers, paraprofessionals and substitutes. Additional school staff support the program in various ways.

Administration and custodians lead and assist the recycling initiative. Custodians connect with staff to ensure safe room access. Secretaries enable communication and the kitchen staff provides the food program and prepares the snack.

Crossroads shares the school's policies, enforces the same rules for safety and student conduct and behavior expectations.

Crossroads is generally on school property in rooms familiar to all students.

New arrangement in Highgate has Medicaid funded one on one day staff, working in the after school program with same student into the after school program. This staff person is partially funded by Medicaid and Crossroads After School 21C funds.

#### **MVU CROSSROADS**

Nearly ALL my staff are teachers or instructional assistants at MVU. The students know the staff and already have relationships with them.

Most of our classes are held in the school, in classrooms the students already know, and our instructors use and enforce the school-day rules with our after school program. The students know what to expect in both the space they are in and the behavior they choose.

We have a high percentage of certified teachers leading classes. They know what the students are learning during the school day and how to complement that learning after school.

All new classes must submit program proposals. The proposal includes teaching objectives and connections to the Vermont State Standards. If an instructor is lacking in this area, I work with the potential staff person to plan lessons and include appropriate level curriculum that ties in to school day academics.

My administrative assistant is the school-day front desk receptionist. Most parents, students and staff know her. She is able to be contacted by parents and staff during the school day and after school and ensures that I receive all messages that are left for me during the school day.

Homework Club is lead by a certified teacher who knows what the students have for homework and is fully capable and qualified to help students complete their assignments.

Math Tutoring is lead by certified teachers who are in contact with the regular school day math teachers. They keep a log of student work as a means of communication between teacher and tutor. Tutors use a specific classroom assessment tool, which is also used during the school day, to work on specific mathematical procedures and concepts in which individual students do not show proficiency.

### **SWANTON CROSSROADS**

Staff: Most of our staff are paraeducators and teachers in our school. A number of them work within the 5<sup>th</sup> and 6<sup>th</sup> grade, therefore they are familiar with the students from the school day.

Shared space: Our school was as used as I have ever seen after school. There was a new Tutoring program at our school through the Stern's Center, sports, Music and Art groups as well as Little Stars and staff meetings. While it became challenging, we had plenty of space to use.

Training: Since our staff are primarily teachers and paraeducators, we are consistently working to improve how we interact and assist students through our inservices and trainings offered through school. As a Crossroad staff we meet at the beginning of each new 6/8 week program to discuss ways to improve as well as review lesson plans so that we are well prepared. Our Core Concepts that we live by during our school day are continuously reinforced. When we had a student with Diabetes want to participate two staff members who work daily were educated by the school nurse as well and the parent of the student on how to manage his care and emergency procedures if one should occur.

Curriculum: When developing our Math classes we looked to our Math Curriculum Coordinator for assistance. When we develop our reading programs we use books at the appropriate grade 5/6 reading level. Homework club is primarily staffed by paraeducators who work within the 5<sup>th</sup> and 6<sup>th</sup> grade who are experienced in what they are working on in class and for homework.

Leadership Support: We have had students gain leadership through our School News Reporter class. Students were given the rolls of reporters, photographers, writers, editors, etc. They went beyond the after school time of this class and took time to meet at their lunch/recess time to work on articles, interviews, captions, cartoons, etc. During our school Teacher/Student Basketball game I saw two of our school news students with cameras taking pictures. When I complimented the leader of the class on what a great idea that was, she let me know the students came up with that on their own. In our Drama Games, I would watch

shy, quiet students come out of their shells and “shine” This is due to the leaders of this class who set high expectations around our School environment core concepts of trust, respect, belonging and responsibility.

Instructional Methods: Homework Club is staffed by people who are very experienced with the work the students are doing. Our technology classes are done by someone who is strong in that area. Our Drama Games is lead by a woman who could have been an Academy Award winning actress. Matching the right leader to a class is key, as is having a flexible staff.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Program Director requested of school principals to make announcements of recognition for school staff who have worked over 100 hours in the after school programs, designating these staff as members of the “100 Hours Club”. A certificate was handed out by the principal. Principal talked a little about the importance of the after school programs and how important school teacher participation in the after school programs.

**FRANKLIN CROSSROADS**

Paraprofessionals were given both a math and writing training this year with two qualified regular school day staff

This training was given to much sure students were getting the same instruction in Homework Club as they were in the regular school classes

**HIGHGATE CROSSROADS**

School staff is well trained and provided with professional development training throughout the school year.

School staff is given CPR training yearly by the school nurse during the summer in-service just before school begins

As site coordinator, I renewed my CPR certificate in January and attended the fall Working with Youth conference with my director

Supporting staff members meet with me before each session to prepare and discuss plans and procedures

Our school administration encourages staff to participate in our program

Recruiting starts with the hiring of new staff at the school as the administration and myself, as a school board member, inform each new employee of this added employment opportunity.

**MVU CROSSROADS**

Before each session, I meet with my staff to review the program goals and expectations. I make sure we are ALL on the same page - there are no surprises in what I expect of them and their roles as Crossroads After School Program instructors.

When I hire, I first speak with instructors that have proven commitment to the program and work effectively toward the program goals. I try to employ them first with as many classes as they are willing before I look to anyone else.

I observe daily in each classroom and offer suggestions or meet with teachers if I feel that more could be offered in a class. I also am sure to compliment when I see strong programming and effective strategies in place.

I attended 18 hours of SEDL after school professional development. We focused on how to implement professional development and integrating math and art. We struggle to sign kids up for math classes (other than tutoring), but often have high enrollment in art classes, so I attended in order to find out how to better integrate the two.

I attended an Excel spreadsheet training in order to track data more efficiently for the program.

Our cooking teacher attended a "Pizza Time" seminar and tied it directly to a nutritional pizza-making class. She took the information on nutrition and bringing hands-on food and health information to children right into her own classroom with our after school students. Our school librarian attended a 3-credit graduate-level course in "Developing Literacy Through Digital Storytelling," and taught a digital storytelling class in our afterschool program.

All teachers at MVU attended a training in bullying and harassment, which is an important factor in keeping students feeling safe and cared for in our program.

I attended a conference on Classroom Management through the Center for Teacher Effectiveness. Behavioral issues are a constant issue with our middle school students and we are always interested in new, effective strategies for reluctant students.

#### **SWANTON CROSSROADS**

I "recruit staff at the beginning of the year by talking about Crossroads at our beginning of the school year inservice, and leaving a sign up sheet outside of our inservice meeting area. Working at school I have a knowledge of staff who enjoy what they do and recognize that they have the patience required to spend an additional 2 hours a day with students. It isn't necessarily for everyone.

Training: Because our staff work at school as paraeducators or teachers, the school In-Service training days at school are often trainings that go beyond just the school day. I also meet with the staff before each 6/8 week program begins to review expectations, lesson plans and talk about what works and what we could change. We have gotten very good ideas through this.

Retain: I ask them if they will work on the next session program before the one we are in is finished. I support them by checking in with them on a regular basis and being available at the end of the day to discuss any issues. I thank them at the end of the year with a celebration just for our Crossroad Staff.

I have attended file maker trainings, as well as after school conference.

I attended an afterschool workshop to help further ideas in working with our students.

#### **4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

For outdoor programs, a second staff person is assigned to groups in order to provide adequate coverage in the case of an outdoor emergency or need.

For outdoor programs an effort is made to provide walkie-talkies with one of the outdoor staff and the coordinator. This provides contact if there is an emergency or location need.

#### **FRANKLIN CROSSROADS**

Students are expected to have appropriate clothing and footwear for gym or outside activities  
Snacks are healthy

#### **HIGHGATE CROSSROADS**

Policies and Procedures of Highgate Elementary School are followed during Crossroads

School staff and coordinator have had CPR training.

School bussing policies are followed by the after school students to promote safety and continuity of daily procedures.

Off site programs include additional staff, 2-way radios or a means of communication, and a first aid kit.

We require the same fingerprinting and background checks the school requires including the Child Abuse Registry check

The school is the primary location for nearly all activities.

Increased communication with case managers and classroom teachers has been important this year with the mix of special needs students that have attended.

Behavior contracts were developed in the beginning of the program by the students and teachers of each class and all participants signed.

Highgate's Crossroads Coordinator also attended CPR training to renew her CPR certificate

### **MVU CROSSROADS**

I have a no-tolerance policy for harassment. This is made known the first week of the program and when incidents occur, students are pulled and parents are brought in to figure out a plan for success for this student.

Crossroads follows MVU's school-day rules after school. Students know what behavior is expected of them. When incidents arise, I use the school-day incident reports and follow school-day procedures to follow-up with administrators and parents. All policies and procedures are clearly explained throughout the first week of the program.

Hallway monitoring: During program hours, I monitor classrooms and hallways to make sure all students are where they should be and that classes are being supervised appropriately. I address any concerns as they arise.

Phone calls home for absent students: In order to reduce skipping the program and potentially engaging in risky behaviors, we call the parents of every student that *was* at school but did *not* show up for Crossroads. We make sure parents know that their child is NOT being supervised under Crossroads and make sure every student is accounted for.

Staff hiring and training: The large majority of the program staff are MVU teachers and staff. They know and apply school-day rules throughout the day and are in understanding that these policies and procedures apply during Crossroads programming. I meet with all staff before programming begins to review our policies and procedures and my expectations.

No electronics, except those that are being used specifically for a program class activity, area allowed during program hours. This helps to avoid issues with cell phones (ie. inappropriate texting and phone calls).

High-quality programming: Ensuring that classes are engaging, age-appropriate, and interesting is an effective means for minimizing behavior issues and increasing positive emotional experiences for students. We constantly work toward providing the most engaging and interesting classes possible.

### **SWANTON CROSSROADS**

Students are supervised well.

Building is locked at all times.

Radios are now used by all leaders

At least 1 Staff member stays behind with the Coordinator until all students have gotten on the bus or been picked up.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student participation and interest in the Franklin Crossroads Mountain Readers has regularly prompted Franklin to run two classes due to high enrollment. In order to duplicate the results and high interest at the other schools, Crossroads applied for a Promising Practices grant to replicate this Mountain Reader literacy program at the other school sites. MVU had an all time high in student registration in comparison in past years.

**FRANKLIN CROSSROADS**

High registration numbers

42 out of 58 students are regular attendees with a total 4<sup>th</sup>-6<sup>th</sup> grade population of only xx.

**HIGHGATE CROSSROADS**

Teachers and staff are encouraged to lead classes that they have an interest in, so that their interest and enthusiasm can be passed on to the participants.

Students choose to participate and also choose the classes they participate in. They are not required to stay or attend classes they are not interested in.

Programs must have a minimum number of participants (usually 6, unless it is a literacy or math class).

Classes are observed and monitored for productivity, attendance and participation.

Students request programs on occasion, and popular classes are repeated (with a slightly different theme) during another session when possible.

**MVU CROSSROADS**

Students complete student-interest surveys at the end of each year and we use those to help gauge which classes are the most popular, what students would like to see more of, and WHY they liked particular classes. We use the results to help tweak continuing classes, get ideas for new offerings, and revamp classes that are not working as well.

We have a very high percentage of certified teachers leading classes. They are skilled lesson planners, know grade-level curriculum, and create challenging and engaging activities for our students.

Lesson Plan Outlines: All instructors are required to turn in a Lesson Plan Outline for their classes. I review all lesson plan outlines, collaborate with teachers if needed, and offer suggestions to help ensure that each lesson will be successful.

Daily observation: I monitor every class daily. I see how students are or are not engaged in the activities and work with teachers who may be struggling to engage students effectively.

Student attendance: MVU Crossroads has a core group of students that attend almost every day. I have had several students tell me how disappointed they are when we end a session and there is a break before the next session begins. They miss Crossroads when each session ends.

Teacher and parent input: I have had multiple MVU middle school teachers tell me how valuable the Crossroads program is for our students. They tell me that the students talk about it during the school day and look forward to it when we are between sessions. I have also had a number of 9th grade students let me know that they are disappointed they cannot attend Crossroads as 10th graders.

**SWANTON CROSSROADS**

Our reading groups really took off this year. Our ghost stories group read a Mary Downing Hahn ghost story and I saw that a number of students who were in that group went on to do school day book projects on different ghost stories by her.

“Lights On” October open house night turn out was excellent. Students invited their families and friends and were excited to show what they had done during the Fall session. We had a turnout of at least 18 people.

Classes fill up quickly.

Due to popularity, Some classes are repeated each 6/8 week program and continue to fill up.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Through an oversight of the MVU School business manager, the afterschool grant match contribution was omitted from the school budget. The MVU School Principal personally spoke to the school board and had it added in.

Each school provided school budget or other school funds to provide the local 21C grant match.

Principal facilitated programs at Swanton & Franklin Elementary Schools.

Assistant Principal facilitated a Recycling program at the Highgate Elementary School.

The principals all awarded the “Afterschool 100 Hours Club” certificates to staff attending the “all school staff meetings” held during the winter session. This certificate was to acknowledge those school day staff who have worked in the afterschool program. It also provided positive public relations from the principal, with the ultimate goal of encouraging more school day staff to consider working in the afterschool programs.

**FRANKLIN CROSSROADS**

School principal has subbed in program while staff has attended training to benefit the program

School principal has been an instructor in the program

School principal has helped the coordinator find space for the program

**HIGHGATE CROSSROADS**

Our school principal is an active member of the Crossroads Afterschool Advisory Board.

Our principal has secured a grant that will be used primarily towards our after school program’s needed funds.

The school board has included the matching operating funds needed for our program in the school budget

Our new vice principal lead a new school recycling initiative through our Crossroads program.

The school administration has supported the program by encouraging students and staff to participate, through daily announcements during registrations, notices of employment opportunities for staff, and encouraging the everyone to make space available for our program.

Our principal partially paid for a new Crossroads staff person, through Medicaid funding, to help with small groups in response to the many students that have individual help during the day.

**MVU CROSSROADS**

My school principals have made it known to me that this program is important and have worked with my Program Director to obtain a new grant that will continue after school programming for the high school students (which was awarded to start for 2009-10 program year).

School-day teachers help to recruit students who will benefit from the services we offer.

I am allowed full-access to school spaces during our program hours. We use the home ec room kitchen, computer labs, classroom space, the Commons, outside fields and nature trails, the library, AV equipment, and gym equipment, and bulletin boards.

My principals always invite me to speak at Open Houses, orientations, and other school events where I can connect with parents to promote my program.

I am always included in emails and other notices that are relevant to the program.

Part of the program expenses are paid for through the school budget. The school supports the program financially, as does the community at large for passing the budget with funds for after school programming as a part of that budget

#### **SWANTON CROSSROADS**

Our principal took on a class called Good Old Games where students learned to play cribbage and juggle, and play Jacks, as well as Origami. Attendance was excellent for that class.

She and our vice principal are very supportive and visible in our program.

#### **4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

MVU Crossroads had a phenomenal shift of after school staff to be over 80% teachers facilitating after school programs. This has raised the academic level of programs but also greater student interest as teachers promote their programs during the school day.

#### **FRANKLIN CROSSROADS**

On the last day of each session high attendance is recognized with a certificate and a special activity

#### **HIGHGATE CROSSROADS**

Students that play sports are encouraged to attend as able. Classes that do not require full attendance or continuity for understanding are best suited for this. We have provided support even to the extent that these students are taken from class early to dress or prepare and then walked to the sports field, so they are not without supervision.

Students are allowed to try a program and make a change if they are not content.

We offer a variety of classes to keep students interested

Bussing during the 20 weeks of regular programming aids more than half the students that attend.

We try to offer programs that students have requested and repeat popular classes.

#### **MVU CROSSROADS**

Program structure: we offer homework help, tutoring, and a number of engaging classes every day. Students are able to choose from these offerings and there is something for everyone.

I make sure I am the one to take attendance every day so that I learn student names quickly.

I find that I can connect with students and create a positive relationship with them before they continue with their program instructors.



Providing strong programming: I work with instructors to create the most engaging and interesting programming possible. The more students are excited about their after school classes, the more likely they are to come regularly.

Phone calls home: We call home to every student that was at school during the day but does NOT come to Crossroads after school. This connection with home encourages students to attend and allows for parental support in consistent attendance.

#### **SWANTON CROSSROADS**

I went into lunch room and promoted the program with the students.

I didn't turn away anyone

Continued with programs that work

I looked at the classes that individuals were interested in and tried to keep to their wants such as keeping students who need to be active, in classes that offered that.

#### **4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

New MVU Crossroads Coordinator had pre-session mandatory meetings for program staff.

Lesson plans were overviewed and communicated as expected before the program started.

Emphasis on intentionality of programming communicated.

Shared with Coordinators program listing from Winooski Site for them to review for possible ideas for their school site program offerings.

Met with Sheldon Principal and Literacy Specialist to describe the Winooski Tutoring Model and to implement a tutorials program in the Sheldon School for this spring session. Now having done this, they keep asking if this can continue into the next school year, which will require a budget amendment.

#### **FRANKLIN CROSSROADS**

Lesson plan forms were given to each instructor to complete on their own or with help from the coordinator

Homework instructors and classroom teachers communicated weekly about the status of each student

#### **HIGHGATE CROSSROADS**

Lesson plans were required by class leaders. This change was effective for about 65% of the classes. It worked well in the beginning of the school year.

Encouraging staff to teach something that they are interested in, usually helps staff be successful in course development.

Student outcomes have been examined in Homework Clubs, and math and literacy class, but not so much in other programs. I would like to see each class have a set of 'goals' for students to achieve.

Highgate Crossroads Coordinator attended the 21<sup>st</sup> Century Community Learning Centers' Afterschool Training Toolkit Conferences (literacy) held in Austin, Texas in June of 2008. With that knowledge, she then reviewed and presented material at the Site Coordinator meeting.

#### **MVU CROSSROADS**

All instructors are required to turn in Lesson Plan Outlines for their classes and to edit it as needed throughout the session.

All new classes being offered need to be approved after completing a Program Proposal. The proposal outlines our program goals and requires potential Crossroads instructors to address HOW they will guide students to reach those goals.

All classes are required to have either a culminating activity that the daily lessons work toward, or goals for each class which have appropriate academic tie ins to the Vermont State Standards. I monitor the implementation of these and collaborate with instructors to ensure that these goals are met.

Instructors are encouraged to lead classes using their own hobbies and interests as themes. Instructor enthusiasm can make all the difference in class attitude.

MVU Crossroads Coordinator attended the 21<sup>st</sup> Century Community Learning Centers' Afterschool Training Toolkit Conferences (math & art) held in Austin, Texas in August of 2008. With that knowledge, she then reviewed and presented material at the Site Coordinator meeting.

### **SWANTON CROSSROADS**

As I have some teachers who have classes in mind that they want to lead, we will get together to discuss what it will look like and what they will need, class size etc.

I do leave time for some leaders to lesson plan since sometimes (most times) they are doing a class that has already been chosen and they have been placed there.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

### **FRANKLIN CROSSROADS**

Homework Club and tutored students have instructors from the regular school day who know their learning styles and in what academic area the student needs the most help.

Computer Club is a mix of ½ time skill building educational software targeting identified needed skills practice for the individual student and ½ time free computer time on school approved websites. Being such a small school, all homework and computer club skills work are individualized to the student need.

A new Tuesday Rotation class provided a variety of subject and teacher choices for the students, and it worked very well for students as well as the teachers.

Students register for classes they choose for each of the three 6-8 week sessions.

### **HIGHGATE CROSSROADS**

Each session and every day, students have a variety of classes to choose from. Our goal is to offer math, literacy, science, technology, art in one or more of its many forms, and fitness/health classes each session.

Students are encouraged to attend Crossroads while participating in their favorite sports activity. It is often helpful for students and parents when a student can stay at school for the time between school dismissal and another activity starting. Most students also reap the benefits of Homework Club and get homework started (or finished) with assistance when needed.

Towards the end of this year we added a small group assistant partially paid for by the school. This para-professional position aided a variety of students in a number of classes.

For example, students that wanted to be in the newspaper class, but did not have typing skills, were encouraged to dictate their stories as they were typed.

### **MVU CROSSROADS**

When hiring, I target instructors in different areas of expertise so that our courses offerings are diverse.

I make sure on a daily basis, we have homework help, tutoring, and a variety of other courses including art, science, math, literacy, fitness, health and nutrition. I make sure that the courses outside of homework help and tutoring are varied daily so that students will always be able to choose something that appeals to them individually.

Class size: our classes are generally small in size (6-10 students) which allows instructors to provide individualized instruction. If a class is larger (ie. 12+ students), instructors are provided an assistant to provide students more support.

Small teacher to student ratios for tutoring: We keep the teacher to student ratio small (1:1 - 1:5) for tutoring so that students receive maximum attention and support. School-day teachers communicate student needs with Crossroads tutors to provide the most targeted instruction during tutoring time.

### **SWANTON CROSSROADS**

In our reading groups we are aware of different reading abilities and have books on CD available and teachers make it an option to read aloud, or follow along.

We make sure that there is assistance where needed.

We are flexible in our expectations.

Students register for classes they choose for each of the three 6-8 week sessions.

#### **4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Developed a partnership with the Franklin Grand Isle Bookmobile where we share two Americorp staff. Staff worked bookmobile during the day and from 2-5 these Americorp staff would work in our after school programs.

Our Summer Camp partnered with the Vermont National Guard for two weeks of community safety classes

U.S. Border Patrol who gave us two afternoons with a patrolman and his/her specially trained drug dog.

Swanton Police Chief who gave two afternoons for a question and answer period and a short demonstration.

Missisquoi Wildlife Refuge who arranged a guided hike through their wetlands.

VT Air National Guard who flew in a helicopter on two afternoons for the students to see and actually sit behind the controls. This partnership was used by 2 classes, the community safety program and the Aviation class.

local airport who arranged a guided tour on two afternoons for the Aviation class.

Swanton Fire Dept who hosted a safety program with a specially designed 'fire trailer'. The students participated in drills and using fire extinguishers.

Red Cross who provided specialized training again during our summer program for students interested in being 'certified' babysitters.

Swanton Teen Center who provides a location and staff for our summer Bowling and Games class.

The Swanton School and Missisquoi Valley Union High School collaborate with FNWSU After School Programs to provide central locations for our summer camp for all MVU, Swanton, Highgate and Franklin Crossroads students.

### **FRANKLIN CROSSROADS**

University of Vermont Extension Service sponsored an engineering program. At the end of the program students were able to attend an engineering day at the University of Vermont. Vermont Blue Cross and Blue Shield sponsored Girls on the Run program. This program helped girls with self esteem. The girls did a 5 K run with other girls in Vermont.

### **HIGHGATE CROSSROADS**

UVM Extension Service outreach education provided a class in using GPS technology that gave kids the opportunity to use GPS units and explore their many uses. Our school nurse volunteers to give a fitness, nutrition and cooking class. Our local recycling company, Cassella Waste Management, provided our school with recycling bins, mobile units and educational resources when we started our recycling program and the Earth Savers Club. Our new vice principal volunteered to lead the recycling initiative and the club.

### **MVU CROSSROADS**

The Swanton Teen Center: Dr. Chip Chiappinelli runs a group called the RAIDers (Raising Awareness Involving Drugs). This is a popular choice for MVU Crossroads students. They enjoy the discussions Dr. Chip leads and using the space at the Teen Center. Because we are able to bus our students home, the RAIDers benefit from a larger student group that might not be able to join if they did not have the ride home. Our students benefit from the positive mentoring they receive from a well-liked, well-known, and respected Doctor in our community.

### **SWANTON CROSSROADS**

We had a great banking program where a local bank came in each week to do a money matters class. The kids really enjoyed it and the bankers were impressed with how much our students understood about money.

We partnered with the Sterns Center for tutoring in which some students who were eligible for 1/1 tutoring with a certified teacher could stay for the first or last hour of Crossroads and take the bus home. If the transportation were not available they otherwise would not be able to attend tutoring.

Our school had an exciting Grant in which we had some students who were writing a ballad with a professional musician. Again we offered bussing for a couple of weeks since the program ended at the same time as ours. If our bus were not available, some students couldn't participate in this.

**Franklin Northwest SU- Sheldon ASPEN Program (Carol Lizotte)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Director attended several workshops and conferences over the year.

Director association with the Docs & More state work team has resulted in assisting the finalization of a program handbook.

The addition of the Administrative Assistant has reduced the cost of bringing in Coordinators to help with flyer copying tasks and other administrative tasks.

The ASPEN Coordinator attended VT Afterschool Conference in October 2008 with workshops in coordinating staff time and obtaining quality programming ideas from the web.

ASPEN Coordinator has attended monthly meetings of a Franklin County task force whose objectives are to help reduce the use of alcohol by adolescents. This task force has created networking opportunities to assist in program development especially for adolescents.

ASPEN Coordinator has increased her time in the school to be able to have the opportunity to network with school staff especially the principal, school nurse and guidance department.

The ASPEN Coordinator has attended two day Facilitator trainings in the program, "Girls Circle", to help strengthen programs for adolescent girls to learn decision making skills.

The ASPEN Coordinator has attended monthly meetings of the Sheldon Forest Committee to coordinate programs using the schools natural resources (trails, nature center).

The ASPEN Coordinator has been an active member of the Farm to School Committee. This has given her the opportunity to attend a conference, work with the kitchen staff, coordinate a Junior Iron Chef team and teach a weekly cooking class introducing healthy foods.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Space-Afterschool program uses classrooms, computer lab, library, gym and kitchen. We also share materials especially library and math materials.

Instructors and assistants work in this school or neighboring schools giving them the advantage of knowing students, academic skills and homework, especially daily reading requirements.

Math and Literacy specialist provided curriculum and program direction. Math specialist also did direct instruction one day a week for the year.

Certified teacher, acting as our ASPEN Head Teacher has been responsible for developing lesson plans aligned with Vermont Standards.

The program is a monthly contributor to the school newspaper.

Staff attended In-Service training provided by the School.

After school policies are aligned with school day policies.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Program Director requested of school principals to make announcements of recognition for school staff who have worked over 100 hours in the after school programs, designating these staff as members of the "100 Hours Club". A certificate was handed out by the principal.

Principal talked a little about the importance of the after school programs and how important school teacher participation in the after school programs.

All staff is encouraged to attend in-service training through the school, to attend conferences and attend Family Center trainings.

Site Coordinator and Head teacher attended First Aid and CPR Training.

School staff is provided with professional development training opportunities through out the year.

Community members that are part of the program use their expertise to the advantage of the program.

The Program Coordinator and the administrator assistant attended 21C Filemaker trainings, and meet weekly to coordinate services.

The Coordinator attends FNWSU Site Coordinator meetings to network, share program information and gain program direction as presented by the program director.

Program Coordinator meets with staff as needed to review lessons plans, objectives and afterschool policies. The Coordinator also checks in daily with all classes and staff.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

When children are outside we have maintained child/adult ratio as outlined in Child Care Regulations. We also use two way radios (walkie-talkies) for consistent communications. We also carry a basic first aid kit.

School behavior expectations are expended to the afterschool program. Afterschool staff uses the same language and principles of respect, responsibility, cooperation and safety as applied during the school day.

The Program Coordinator carries emergency information, parental phone numbers, principal and school nurse home phone numbers, and a list of all allergies on a clipboard.

All staff is fingerprinted and background checked.

Students are held accountable for appropriate behavior.

Attendance is taken at the beginning of the day and at every class rotation and at the end of the day

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Classes are designed to appeal to different age levels and different levels of ability.

Promoting the afterschool program through articles in the “Bear News” school newsletter.

Opportunities given to student to voice their opinions about what does and does not interest them. This is done on a continuous informal polling of students.

A survey or class meetings conducted before offering new programs.

Popular classes are repeated during different sessions.

Networking with other directors afterschool programs in our supervisory district to get ideas on what programs have gone well for their attendees.

We have a high retention of students returning each year. Also a growing number of younger siblings joining the program.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The school board has been supportive with allocating matching funds for the 21<sup>st</sup> Century Grant.

Principal and School Nurse available after hours upon request. Both maintain an open door policy towards staff and students.

Principal meets regularly with Program Director.

Enforcing disciplinary protocols check in at snack time.

After school programs were presented at the Open House due to the principal's encouragement.

Offered alternative space and coordination when needed.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Announcements of new programs included in school "Bear News".

Pictures and articles of programs on a centrally located bulletin board in school.

Regular flyers sent home to all school students to encourage new participants.

Regular check ins with parents through e-mail or face to face contact as to how the family and their children access the program offered.

Staff helps families find alternative means to cover or supplement program fees.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Program Director shared program listing from Winooski Site Visit to be reviewed for possible ideas for the ASPEN program offerings.

Met with Sheldon Principal and Literacy Specialist to describe the Winooski Tutoring Model and to implement in the Sheldon School for this spring session.

Group meeting with instructors on their interests.

Lesson plans & goals supplied by a head teacher.

Lessons, sample projects and supplies prepared in bins ahead of time.

Menu planned ahead for snacks.

Submit absences

On going communication between staff, school and families.

Library curriculum resources and ideas kept on file in Program Coordinator's office.

Focus to improve academic performance.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Sheldon program offers grade level groups to travel through similar classes, but with different ability levels.

Sheldon started small group and individual tutoring in addition to our homework club time.

An assortment of enriching activities serving a wide variety of interests and accommodating different learning styles.

Rotating classes so that all participants have a chance to do other programs.

Some popular programs are offered more than once to facilitate deeper exploration and more opportunity to expand learning options.

Programs offered are the result of information gathered from staff, participants and their families.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Farm to School – supplied plants and seeds, spring and summer gardening instructions and activities, special activities using local garden produce.

Abbey group – supplied clothing and equipment for Junior Iron Chef team. Also food produce for the cooking class.

Vt Feed – resources for healthy recipes for Jr. Iron Chef and weekly cooking class.

Humane Society – provided programming, live exhibit and resources.

VT Girl Scout Council – training workshops and staff resources.

Sheldon Community Forest – training and resources on the use of local natural resources.

Family Center – provides financial resources for parents and trainings for both staff and parents.

Early Essential Education – resources and equipment for children with different learning styles.

Northwest Technical Program at Bellows Free Academy – provided trainings in First Aid and CPR.

UVM Extension 4 H Curriculum – provided instructor and resources for programming.

AmeriCorps – provide year long staff and training. Also monthly access to Franklin Country Bookmobile.

**Lamoille North SU (Barb Nash)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

LNSU has Director for first time (08/09 school year)

workshops and professional development where all attended together

first time site coordinators meetings organized and run by Director

Director met with district advisory council (included administrators) to share program concerns

Director introduced new program options (Sprouts, 4-H, Voyager, etc)

Director played significant role as liason between site coordinators and administrators and District and State

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Program planning and coordination by licensed teachers

School business officer coordinates business/financial aspects and grants management

after school program described in school handbook, weekly school news bulletin, school website

all regular school rules apply to after school and and dealt with in the same manner

School nurse on duty

PE teacher and Guidance Counselor involved

crisis plan same for afterschool and drills were held



**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

student tutor training (students need to have expectations outlined for them and ferpa training)

staff participate in school professional development days

certified teachers on staff

staff trained in handling behavior issues

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

exterior doors locked after school but still allow way for parents to enter

nurse available

radios for all staff

fire and crisis drills

enforced school wide rules

staff followed school policies

medical history and emergency contact info available

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Parent, student and teacher surveys to gather feedback for future planning

enrollment high for all grade levels

student surveys to indicate program interests

program attendance indicator of interest level

students had option to change activity after 2 weeks

assembly held to demonstrate some after school program options (robotics, Wii demo)

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Principal “teaches” in after school program

Principals involved in finding funds to help after school program and summer programs

Teachers and secretary supportive and knowledgeable about program

scholarships offered

behavior issues supported following incident

Guidance counselor follow up

Superintendent receives monthly report from Director

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

students choose program

small groups for academic support

technology use for academic enrichment  
theme based units  
year round SPROUTS program  
continue to ask for student feedback  
communicate with teachers and parents

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

requested class descriptions  
have cooks prepare snacks for day  
equal opportunity training for summer food program  
met with staff prior to teaching course  
expectations for all that instructed programs were geared to all students and their needs and desires  
announce achievements through school bulletin board, school newsletter and press release

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

surveys by students-likes/dislikes/what learned/what would like to learn  
Special needs students get support they need from staff  
wide variety of programs for all levels  
tutoring sessions often 1:1 or 1:2 ratio  
assistants in each "club"  
students allowed to change "clubs"

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Committee waived student and staff fees to community beach  
Rescue Squad offered baby sitting course. Students gained skills, learned responsibility and earned certificates  
Girls on the Run offered a running program for 20 students. Girls worked together, gained fitness and participated in a 5K race.  
Green Mtn Farm to School offered gardening. Students learned about healthy choices (eating), worked to plant a school garden and learned the importance of agriculture.  
A community member from a neighboring town offered his expertise as an engineer when he learned we no longer had a technology teacher. He taught computer animation and plans to continue in the future  
LNSU new director offered support through regular visits and meetings and also some professional development opportunities  
local college provides volunteers for programs  
PTA does fundraising support and will sponsor some events and activities  
Town offers summer programs for youth

**Lamoille South SU- UNBOUND (Kate Toland)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The director met on a regular basis with school leadership including central office budget and human resource departments, school principals, administrative assistants (room scheduling, logistics, etc.), and other school faculty and staff.

The director of Unbound is also on the high school faculty leadership team and participates in professional development planning for the high school faculty

The Unbound director visits classes daily and teaches during the regular school day and in Unbound

Attendance at state-wide professional development conferences and trainings for after-school programs

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Shared space: Most events take place at PAML and PAHS

The majority of Unbound instructors are PAML and PAHS teachers

Several Unbound classes link directly to regular day classes at PAML and PAHS

The above-mentioned meetings were helpful in connecting the regular school day to after-school in order to:

Identify students who would benefit from and contribute to after-school programming

Develop programs that linked regular school day goals to after-school goals

Connect mission-related goals to after-school program goals

Connect curriculum and instructional methods

Maintain connection between after-school and regular school day safety policies

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Access Adventure and Outing Club/Promising Practices staff participated in Wilderness First Responder training in order to create increasingly safe outdoor programs and to create instructors who can provide sound and effective medical response if necessary. In addition, instructors will take necessary precautions to create safe outdoor experiences.

The learning center coordinator who provided after-school help was provided with many resources to assist with math instruction.

Flexible scheduling with staff encourages them to remain teaching in the Unbound program Encouraging faculty to teach courses about which they are passionate encouraged high quality programs and instruction

Understanding by Design templates were given to Unbound instructors in order to help plan for academic, social, emotional wellness outcomes in line with Vermont Standards and GEs

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Create safety policy outline for all staff and discuss it with them one on one

Ensure faculty and staff are aware of steps to take if any bullying is seen or reported

Keep after-school safety and discipline procedures in line with regular school day safety and discipline procedures

Parent contact with positive feedback and concerns throughout the year  
Review of attendee 504 and IEPs on a regular basis with regular school day personnel  
Visibility of Unbound director and assistant

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student participants continue to attend programs  
Programming that has high enrollment is continued and expanded when possible  
Student surveys to determine interest  
Development of student advisory board for 2009-2010  
The courses span a wide variety of interest and area

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Visit classes and discuss classes with students  
Encourage teachers to teach or visit classes  
Contribute more of the school budget to the after-school program  
Provide extensive training of new Unbound director in administrative areas such as budget, grant reporting, and program management/development  
Provide helpful feedback about program development and management  
Utilize Unbound as an intervention to help students be successful in school

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Offer classes at a variety of times and days  
Encourage students to participate via phone calls home, hand delivered schedules  
Taxi rides for students whose families cannot pick them up after school for a variety of reasons  
Unbound director and assistant develop rapport with students and families to solicit feedback about future programs and encourage continued attendance  
Notify families about programs via regular mail, e-mail, and phone calls  
Provide healthy snacks and meaningful experiences for students

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Planning learning opportunities with clear outcomes in mind  
Understanding by Design template was provided and encouraged but not required  
“Unbound Live”: An evening for instructors to show community student growth, learning, and success. Provides students with authentic audience and goal for semester

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Low teacher to student ratio  
Offer a wide variety of courses each semester

Offer academic support before and after school

Encourage instructors to develop ideas for field trips with students or activities that they can plan together to encourage student voice as a component of courses

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

River Arts: River arts did not offer courses through unbound this year but will begin to do so again in 2009-2010. River arts supported unbound through several staff referrals that resulted in successful unbound programs.

Lamoille County Court Diversion: Sharing a vision of engaging (mostly) boys in healthy, non-competitive athletic activities this partnership continued two courses: Weight and fitness training and fitness workout. two upperclassmen joined the lccd instructor in mentoring the students as paid staff.

Morristown rescue: each week all year students attended a class at the rescue center focused on becoming licensed as a first responder.

**North Country Schools SU (Beth Brookes)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The ENCORE Project Director position is well supported by the school and Supervisory Union Administrators.

Project Director is seen as a vital component of the success of maintaining the operations of 11 sites.

Superintendent has delegated SU funds to support the office of the Project Director.

The Curriculum Director gives the time of the math and literacy coach to provide collaboration in setting up tutorial programs.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

All ENCORE programs are located within the community school and are an extension of the school day. Schools provide classroom, gym, kitchen and library space.

After school programs are noted in their school's action plan.

87% of ENCORE after school staff are regular school day staff.

Site Coordinators meet with the building principal and teachers on a regular basis.

ENCORE follows school day policies and procedures (noted in school's handbook)

Support of janitors, nurses and hot lunch agents

Coordinator regularly meets with principals and Superintendent, Director of Curriculum

Superintendent, Director of Curriculum, eleven building principals and Project Coordinator are active members of the ENCORE Advisory Board.

ENCORE staff members are invited to attend school's professional development activities.

Site Coordinators and Project Coordinator meet on a monthly basis to collaborate on programming ideas; what's working – what's not.

Students are referred to ENCORE's tutoring and homework clubs by their teachers.

Teachers collaborate with ENCORE staff to ensure student's needs are being addressed.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Recruit school based staff; 87% of ENCORE's staff consists of teachers (96) and non-teaching staff (47).

Program leaders, assistants and consultants are approved by the building principal, Site Coordinator and Project Coordinator.

Written self-assessments and performance evaluations are conducted annually. The combination of self-assessment and performance evaluations fosters a collaborative environment with strong feedback that strives for positive outcomes.

ENCORE staff retention is high with 80% of the staff working two or more years in the program.

All ENCORE staff members have successfully completed a criminal background check. ENCORE staff are educated in school policy and procedure.

ENCORE provides a staff handbook/manual to Site Coordinators.

Rate of pay is based on a teacher's per diem rate for Program Leaders \$23.00/hr, Program Assistants \$12.00/hr and Site Coordinators \$25.00/hr.

ENCORE staff are invited to school's Professional Development opportunities.

ENCORE staff members have a sincere dedication to the well being of students.

ENCORE's Project Coordinator and Site Coordinators (when appropriate) participate in professional development opportunities coordinated by the Vermont Department of Education 21CCLC, including the annual conference, state wide meetings and conference calls.

Staff understands the developmental needs of students.

Staff provides continuity; students see familiar faces which can make a child feel more comfortable about participating in a program.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Clarified and revised procedures for afterschool programs concerning dismissal, emergency contacts and chain of command.

All school based programs follow established behavioral and procedural guidelines set up for the safe functioning of the school before, during and after hours

All of our staff has CPR and Restraint Training

Five sites have a nurse on duty during after school hours; four sites have guidance counselors participating in the after school program for students as needed.

Cameras have been installed throughout the building in order to monitor safety

Staff to student ratios are kept low to ensure adequate supervision.

Staff members use walkie talkies when anyone goes out side the building or if the building's rooms don't have phone access.

Site Coordinators have access to student medial records and emergency contact information.

A first aid kits is readily available to ENCORE staff, is maintained and reviewed by the school nurse on a monthly basis. Any staff member taking students away from the building must take a first aid kit with them.

Sites have a systematic sign-in and sign-out procedure. Site Coordinators sign in all students and verify that all students are accounted for. During pick-up, the Site Coordinator greets parents, guardians or designated person, and ensures the students are signed out.

ENCORE personnel model positive behavior; cooperation, caring, respect, appropriate adult/adult and adult/child relationships.

All Site Coordinators must have CPR training and it is encouraged to have at least two other staff members be CPR certified.

Any severe behavioral problems are logged in an incident report and discussed with the parent that day. In addition, the incident report is discussed with the building principal the next day. Appropriate consequences are put in to place according to the school's behavioral policy.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Programs are hands-on, inquiry based, and intentionally designed around the needs of the students for each individual school. Each site has a similar structure of homework/tutoring, enrichment and physical fitness/nutrition.

Feedback in the form of student and parent surveys are conducted after each program.

Students, parents and teachers have opportunities to collaborate with ENCORE staff regarding the types of programming they would like. This encourages the student to become vested in the program.

Program offering are based on research and best practices for students.

ENCORE provides consistent scheduling.

Students are excited to display and share their work on the school's bulletin boards, newspapers and school newsletters.

When appropriate, programs are designed to connect the content to the student's life and/or community.

ENCORE creates programs with the students in mind. Programs that are engaging are highly successful and this is evident by the numbers ENCORE serves.

Students have a variety of programs to choose from. Some sites are trying a choice time.

Having choice time allows students to choose from a variety of different activities where they can work independently or in a small group. This is especially successful if a child needs to stay, but doesn't have a particular program that they would like to participate in.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

All sites have their principal as part of the ENCORE Advisory Board

Principals are active participants in program structure and content

Principals encourage teaching staff to participate in after school programs

Principals held Project Director in recruiting program leaders and assistants from the community

Principals support after school community functions.

Principals support and aid Project Director in securing other funding sources.

Superintendent and Principals update school boards on after school successes

Superintendent allocated Supervisory Union Medicaid funds for all sites for intentional tutoring programs

Superintendent allocated 14,000.00 towards expenses of Project Director

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

In 2007 we served 1121 students with 297 students (26.5%) regular attendees. This has increased slightly from year 2 with 21% of our students being regular attendees. One of the reasons this figure is not higher is because the larger populated schools, Derby Elementary and North Country Jr. High only operate three days per week which reduces those student's abilities to become a "regular attendee". In addition, we have noticed that fall and winter sports can have an affect on the number of regular attendees.

School day staff encourages students to participate by "inviting" them to a program they may be teaching. A teacher may be running a program on Africa and they know that Johnny loves tigers; this particular teacher would connect with Johnny and encourage him to attend. This works well with students who may not be a regular attendee or one that doesn't necessarily like school. It is a great way for school day staff to connect with students and encourages regular attendance.

Older students are encouraged to take on some mentoring responsibilities in the after school program. This empowers the older students and the younger students benefit as well.

All sites do a great job of promoting their after school program with colorful brochures, bulletin board notices and staff encouragement.

Students sign up by choice.

Students and parents are surveyed on a regular basis.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Program leaders are required to fill out program proposals that have identified clear learning objectives and goals of proposed program.

Program leaders provide a stable and consistent environment.

ENCORE's staff provides an inquiry based, hands-on learning environment that is creative and flexible.

ENCORE's staff knows the program goals as well as the needs of their students when developing and delivering programming.

Program leaders are given ample planning time for programming.

Site Coordinators meet with direct service staff on a weekly basis and/or as needed.

Excellent collaboration between classroom and after school teachers; shared vision, resources and ideas around what students need to become successful learners

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

ENCORE works closely with other after school programs i.e., intramural sports, Boy & Girl Scouts, to ensure children have an opportunity to participate in both.

Students choose from a variety of age appropriate programs.

Student and parent surveys help determine what is working and what doesn't work.

Students sign up for programs (except referrals for tutoring, homework is mandatory on most days)

Attention to each and every student.



Sites that may have to limit the number of students attending for a particular program are run several times a year to ensure all students who want to participate do so.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Project Director is part of a community steering committee that is assessing the needs of students within our community in regards to physical fitness and nutrition. This opportunity has opened the door for developing several partnerships throughout the community; North Country Hospital, Vermont Department of Health, Department of Children and Families, Community Action Groups, etc.

ENCORE has a strong partnership with Siskin Ecological and Green Mountain Farm to School. Both entities are considered contracted services; however, both meet with the Project Director on a regular basis to help design meaningful programs for children. Siskin and Green Mountain Farm to School provide numerous volunteer services to our programs; reduced rates for services, no charge for collaboration on programming, pooled resources for funding sources, grant writing collaboration.

IROC is another strong partner that has recently set up many free scholarship programs for students to participate in. IROC promotes healthy choices and offers swimming for reduced rates as well as many other physical activities.

The North Country Hospital has a program around tobacco and nutritious eating that we have accessed their education program. This is at no cost to our after school programs.

**Orange North SU (Nancy Chase)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Increased number of hours worked from 30 to 35

Added health insurance benefits

Program director participated in 21C retreat, meetings, data training and participated in a work group

Committees have been formed that assist program director in assuring quality of programs

Program director made connections with directors from other sites

Visible in each school on a regular basis

Meet with principals

Monthly meeting with Advisory Team as well as meeting with committees

Meet regularly with business manager to discuss budget

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

High percentage of instructors was certified teachers or experienced paraeducators.

After school behavior policies are consistent with school day policies

Classroom space as well as other school space is made available to afterschool programs

Principals at each school are members of Advisory Board

ONWARD! staff attended school staff meetings

Program director meets with SPED team at each school at beginning of each session

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Staff was recruited from “in-house” as well as by word of mouth to the community and were chosen based on experience and qualifications.

Two site coordinators and one advisory team member attended fall afterschool conference.

Program Director will attend 21C National Conference in July.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Every school has conducted drills (fire, lock-down, etc.)

Each school has a clear sign-in and sign-out process and requires that permission forms be on file that indicate who, besides a parent or guardian, has permission to sign a student out.

Each school has at least one person certified in CPR/first aid and has received epi pen training.

Our program evaluation form asks students to indicate whether he/she felt comfortable talking with adults in the program.

All non-ONSU staff is required to go through an application process that included checking references, criminal background and fingerprint checks.

Off-site programs have two adults (or one high school student) in attendance.

Each site coordinator has a cell phone.

Guidelines on mandated reported are included in staff handbook.

Added person in three schools to assist site coordinator in taking attendance and preparing snack to increase the adult to student ratio.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student and parent surveys conducted during the grant writing phase were used to recruit instructors to lead specific programs.

Student evaluations indicate a high level of interest in program he/she participated in.

Program has attracted high number of students overall.

Students attending an introductory program requested a second level program.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Each building principal serves on the Advisory Board and regularly attends meetings and on at least one committee geared toward enhancing the program

The assistant superintendent serves as the supervisor of the program director

Superintendent makes regular reports to ONSU school board

School principals often make referrals to the program

School principals attended Lights On Events

IT has developed link on each school’s web site as well as ONSU web site that links to *ONWARD!* web page

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

The high interest programs were duplicated in other schools

Instructors were willing to conduct two programs in one session when high number of students registered

Program instructors recruited students from their classes

Program times and schedule were consistent

Information about programs went home in a variety of ways to ensure parents received information about upcoming sessions

Provided healthy snacks to all participants

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We required that all program proposals be connected to the Vermont Standards and that the goals of the program related to the standards

Programs were “visited” by site coordinators and program directors to insure quality

Program director brought back ideas and suggestions from other sites

High number of programs were offered by certified teachers

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

We are intentional in ensuring that programming varies and is not gender-specific

We pay for students to have additional supports afterschool if required during the school day or if the student would be more successful afterschool

If programs had more than 10 students enrolled, we added a “helper” for the instructor

We changed the 6-week format for some “clubs” so they could continue year round

High school students were provided with a unique space to sign-in

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Lotus Lake Discovery Center

The assistant director at Lotus Lake is also a community member who assisted in the grant writing process and now continues on the advisory board.

Orange County Sheriff’s Department

A representative from the sheriff’s department was instrumental in helping write the grant and has also continued on the advisory board.

**Orange Windsor SU- Sharon Program (Kerry Rosenthal)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**

None, specifically – we have continued all our policies from past years.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**  
We continued to work with classroom teachers on making sure students are getting help on the skills they need and completing the homework assigned to them in class.

Leadership support from the principle and vice principle

Use of some school supplies

Shared policies

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Our staff of core teachers was already very strong and high-quality. We retained three staffers from last year who were very familiar with the kids and with program structure.

We updated our staff handbook. Staff were required to read it and discuss it.

Staff meetings were held on a biweekly basis.

Some staff members attended advisory board meetings and participated in long-term visioning for the program.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Followed licensed childcare center regulations on safety.

The director modeled desired disciplinary strategies for staff.

All staff trained in mandatory reporting of disciplinary issues.

Regular fire drills.

Consistent/ clear behavior guidelines.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

We gave our older students the opportunity to be mentors to the younger students if they expressed a desire to do so.

The director had weekly conversations with the activity leaders to assess student interest in the activity.

Children were often reluctant to be picked up and told their parents they “came too early again”.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

We use the weekly school newsletter to communicate all students, parents, and teachers.

The principal has given both verbal and financial support to the program.

One Planet brochures were offered during all school activities and talked up by teachers and paras alike.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Provided a consistent, reliable structure and attractive programming.

Motivated parents of regular attendees to be more involved through the advisory board or volunteering during program hours.

Accommodated parents’ schedules.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Each instructor produced a lesson plan including the student outcomes prior to each session.

Informal evaluation at the end of each class helped form the next class.

Instructors were urged to have high expectations and create challenging opportunities for students to excel.

Instructors were made aware of students with special academic needs.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Students were divided up by learning levels.

Students were encouraged to collaborate across grade levels.

Older students were encouraged to mentor younger students.

Activity choices were offered where possible.

Student feedback was given serious consideration.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

BAXTER LIBRARY provided great programming for one-hour per week throughout the year. This made students more familiar with and eager to go to the town library in their daily lives.

ADVISORY BOARD – Our advisory board met regularly. It consisted of parents, staff members, the director, and the 21<sup>st</sup> CCLC grant coordinator. Parent advisory committee members coordinated and completely ran 3 very successful fundraisers.

**Orange Windsor SU- South Royalton Program (Kacie Merchand)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

We hired a new director for the school year who brought with her experience and connections. She had served as an activity leader and homework club coordinator in 07'-08' at a nearby afterschool program, bringing what worked and leaving the rest. She is also an alumnus of the South Royalton School resulting in many local connections to both the teachers and community members. This provided an array of volunteers. She has much experience working with a variety of kids as an English teacher in France, a Kindergarten and First grade teaching assistant, a French tutor, and a tour guide on a Sénégalaise tortoise reserve.

The director attended 21<sup>st</sup> CCLC trainings. She completed workshops on database training, teaching yoga, grant writing, and more. These have enhanced her abilities to acquire funding for the program, do programming, and keep organized records within the database.

The new director was supported by the school, advisory committee, and supervisory union.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Due to the multiple changes in directors the previous year, one of our main goals this year was creating and strengthening linkages to the school day. Nine of our after school staff worked in the school, four of which were certified teachers. This more than doubles the amount of certified teachers in the 07-08 program. In addition to a returning staff member, a certified teacher with 25 years of experience doing one-on-one tutoring, we hired another certified teacher to meet the increasing demand for tutorials. The tutors actively sought out other classroom teachers to communicate about assignments and expectations. They also regularly met with parents. As a result, we are seeing significantly improved comprehension and homework completion amongst this group of students.

We had a special one week holiday session where different school day staff (who did not work in the afterschool program) volunteered each day to lead special activities.

One classroom teacher helped us develop an incentive based behavior chart which was quite successful. She spent time observing and providing invaluable feedback. The entire year, she offered advice and support.

Shared use of school rooms

Communication between the director and teachers about activities offered

Leadership support from the principle and vice principle

Use of some school supplies

Co-staffing

Shared policies

The homework club coordinator had regular conversations with teachers.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

We reached out to Vermont Law School to recruit highly qualified staff.

50% of our staff also were regular school day staff who knew the students well.

We provided two professional development trainings for our staff: CPR training for safety purposes, and training geared towards preventing behavior issues by implementing a positive reinforcement plan.

Our other staff members are also high-quality. One of them, a returning community elder, works everyday and provides a sense of continuity. We retained four staffers from last year who were very familiar with the kids and with program structure.

We recruited school day staff. Five of our staff were certified teachers (four worked in school during the school day). Nine of our staff worked in the school. 70% of our staff held a Bachelors degree or higher.

All of our staff members have extensive teaching experience.

We updated our staff handbook. Staff were required to read it and discuss it.

We also continued our emphasis on positive reinforcement.

Staff members were involved in choices.

Staff meetings were held on a monthly basis.

Some staff members attended advisory board meetings and participated in long-term visioning for the program.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Followed licensed childcare center regulations on safety.

The director modeled desired disciplinary strategies for staff.

Implementation of student behavior chart encouraging and rewarding good behavior.

All staff trained in mandatory reporting of disciplinary issues.

Regular fire drills.

Consistent/ clear behavior guidelines.

One-on-one tutoring for those students who require more individualized attention to achieve academic success.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student surveys revealed that science, technology, crafts, nature, and physical activities were highly valued. We built our session offerings around their interests.

We gave our older students the opportunity to be mentors to the younger students if they expressed a desire to do so.



The director had daily conversations with the activity leaders to assess student interest in the activity. Based on this evaluation, the director and activity leader then planned the next week's activity.

Students showed enthusiasm for certain activities by repeatedly asking to work on them at home. Whenever possible, they were encouraged to continue building their interest. For example, knitting captivated many students. So, it was used as an incentive to finish homework and reading early.

Word of mouth— many parents anecdotally said that their kids were often reluctant to be picked up.

Multiple activity choices available to students. For example, Tuesdays we offered Creative with Fibers for those interested in knitting and crafts and Lego League for those interested in robotics.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Our website is featured on the school's site.

We use the weekly school newsletter to communicate all students, parents, and teachers.

The principal has given both verbal and financial support to the program.

School-board members made One Planet brochures available to the community during their annual meeting.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Provided a consistent, reliable structure and attractive programming.

Motivated parents of regular attendees to be more involved through the advisory board or volunteering during program hours.

Accommodated parents' schedules.

Rewarded student leadership.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Each instructor produced a lesson plan including the student outcomes prior to each session.

Informal evaluation at the end of each class helped form the next class.

Instructors were urged to have high expectations and create challenging opportunities for students to excel.

Instructors were made aware of students with special academic needs.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Kids were broken up by learning levels.

Students were encouraged to collaborate across grade levels.

Older students were encouraged to mentor younger students.

Activity choices were offered where possible.

One-on-one tutoring.

Student feedback was given serious consideration.

Some students need extra help over the summer but don't require summer school. One Planet helps prevent summer learning loss in attendees.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

**VERMONT LAW SCHOOL-** instructors from VLS provided high-quality programming. We also created "VLS buddies", a mentor program with VLS students.

**SOUTH ROYALTON MARKET-** sold us nutritious, healthy, food at 10% above cost.

**SOUTH ROYALTON LIBRARY-** the town librarian led multiple activities for us during the school year and summer.

**SOUTH ROYALTON RECREATION COMMISSION-** provided transportation and activities for summer program.

**TUNBRIDGE ONE PLANET-** shared some equipment and programming and outreach strategies.

**ADVISORY BOARD** – Our advisory board met regularly. It consisted of parents, staff members, the director, and the 21<sup>st</sup> CCLC grant coordinator. One parent maintained the

website and updated it regularly. Another parent headed our first fundraiser of the year. The board has headed our first “Fun Run” fundraiser race.

### **Orange Windsor SU- Tunbridge Program (Carrie McDonnell)**

#### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**

Our program allocates 35 hours a week for 35 weeks @\$20/hr and budget includes family health coverage this position.

Hired certified teacher and regular school day paraeducator as Assistant Director in September 2008. AD filled in for Director during her maternity leave from late November through February. Smooth transition between AD and Director.

Director participated in several professional development opportunities including 21CCLC Annual Retreat, 21CCLC Workshop on Programming, and Summer Food Service Workshop through DOE.

Program director attended a site visit to Springfield School District, observing successes and problems of another licensed program.

Throughout school year, Director worked closely with Childcare Licensing Specialist in preparation for licensing all three One Planet sites. Received license in April 2009.

#### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Share school rules/policies.

School is very generous and does not charge for our use of space, equipment and office supplies.

Regular school day staff works in ASP, including the special education teacher, art teacher, 2 paraeducators, a classroom assistant, school secretary, head cook, and assistant cook.

Active Learners, an academic program targeting K-2 grade students, connects TOP to school day. Regular school day teachers often give “homework” assignments to students in ASP to be done during this time. Teachers also share advice, materials, and curriculums with Active Learners teacher.

Tunbridge School Counselor is in regular contact with Director. Referred numerous students to program this year for social, emotional and academic support. 5 of these students became regular attendees.

Tunbridge Principal and School Counselor have devoted time and energy to starting a middle school afterschool program through TOP.

Director has worked closely with Principal and Special Education teacher to create a summer tutorial for students in need of remedial support.

#### **4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Principal shares names of applicants for school positions with TOP Director as potential TOP employees.

Program offers attractive wages to Activity Leaders (\$22-\$28/hr), Homework Supervisors (\$18/hr) and Teaching Assistants (\$12).

At monthly staff meetings, staff can discuss and offer input on programming, discipline problems, and program structure.

All staff attended Child CPR course in November 2008.

Assistant Director attended the Vermont Afterschool Conference in October 2008.

Site Coordinators and Food Supervisor were trained by TOP Director on Summer Food Service Program guidelines for Summer 2009.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Followed Tunbridge Central School, VT21C and licensed childcare center safety regulations. Staff behavior and expectations are outlined in the staff handbook. Staff must read and accept these terms before being hired.

A well-defined discipline system with clear expectations for student behavior provides structure and support for students and staff.

All staff attended Child CPR course in November 2008.

Practiced fire drills several times throughout the year.

High teacher to student ratio.

We divide students by age to ensure they are among children of similar physical and emotional levels.

Director organized and ran two 2-hour workshops on Bullying, one for K-2 grade students and one for 3<sup>rd</sup>-6<sup>th</sup> grade students in April 2009.

Director is in regular contact with school counselor.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Students are broken into age-oriented groups (K-2, 3-6). The older students are especially sensitive to being “stuck with the little kids.”

We offer a large variety of activities. Our activities range from being academic to physical to creative in nature. This allows us to appease a diverse population of ages and interests.

Director reports that in 2008-2009, she dealt with fewer behavioral issues than ever before, indicating that children are engaged and interested in what they’re doing.

Many parents commented that their children loved the program and would like to attend more often.

As part of a community service project, a middle school student surveyed his classmates regarding afterschool interests and brought the TOP Director results. As a result, a Middle School Art Club, which meets weekly for 1.5 hours, has been put in place. We’ve also lined up two teachers to oversee a Middle School Lego League Team next year and have registered our team.

Our Holiday Session is very popular and often attracts students who don’t usually attend the program. We had two students who hadn’t been attending program before become regular attendees after attending the Holiday Session.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Principal met with Director on regular basis. Principal and Director regularly discussed particular students, parents, problems, etc.

Principal has initiated the process of creating a Middle School Afterschool Program.

Principal and Special Educator have helped the TOP Director organize a summer tutorial by identifying students, using school funds and school staff.

For the first time ever, TOP is a line item in 2009-2010 school budget. We have \$1000 allocated to supporting our tutorial.

Superintendent has been a vocal and enthusiastic supporter of our program. Has attended numerous One Planet meetings throughout year.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We offer high-interest programming with a large variety of activities to help us meet the needs and interests of a wide range of ages.

We have a core group of staff at the program every day; this provides consistency for students. Solid and trusting relationships have been born between students and staff.

We bring in different talented community members each session to lead activities, making each session new and interesting.

We have special awards and rewards that students work for over a period of time, including our weekly "Student of the Week" award, end of the session awards for excellent behavior and end of the session parties.

We offer full and partial scholarships to families in need.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

At the beginning of every session, courses are selected and designed to meet our objectives. Each class is meant to meet a particular objective whether that objective is to provide structured physical activity, to increase academic achievement or increase homework completion. We plan our activities with purpose.

We desire to offer a balanced program in which 1/3 of the time is devoted to academics, 1/3 to enrichment activities and 1/3 to recreational activities.

Activity Leaders are asked to submit an activity outline prior to the beginning of the session, in which their goals and objectives for each week of their activity for the entire session are clearly stated. This forces teachers to know what they want students to accomplish on a weekly basis as well as over the course of the entire session.

Activity Leaders are encouraged to introduce methods and strategies rather than just information. For example, in homework club, homework supervisors ask students to walk through steps of math problems to ensure students understand the larger concept.

In physical activities, we encouraged our Activity Leaders to set individual goals with students at the beginning of the session and help the students meet those goals over the course of 8 weeks.

We use regular school day teachers who are familiar with instructional methods of school.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

We break students up into at least 2 different age groups (K-2, 3-6).

Homework Club is a place where we can access different learning needs and paces. What we have found: some students work best when able to communicate with other kids around them; some students prefer to work in total silence and become frustrated by motion or quiet talking. For this reason, we often break the Homework Club into two groups based on students' individual needs. In addition, some students breeze through their homework in 20 minutes and others take an hour to complete their assignment. For students who work quickly, we provide a number of quiet individual games and reading books to keep them busy for the remainder of homework period. For students who work slowly, we have designed the day so that recess falls after homework period and some students who work slowly like to have the opportunity to work during recess to complete their homework. Homework supervisors and program director regularly communicate with school day teachers and special education teachers about individual learning needs of students. Our high teacher to student ratio allows us to provide individual attention to students within a larger group.

Director regularly communicates with school counselor about the social and emotional needs of particular students.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

**Tunbridge Recreation Department:** We continue to have a strong partnership. Last year the Recreation Director asked the town for more funding to be help support out summer program. The town agreed. The Recreation Department paid for all aspects of the two week swimming lessons program, including transportation, one staff and lesson fees. In Winter 2009, the recreation department installed an ice rink and supplied the program with ice skates. The program used the ice rink 3-4 weekly through the winter.

**South Royalton Coop:** TOP buys much of our snack food at this local Coop in exchange for reduced prices. Rather than charging us 40% above wholesale costs, they charge us only 10%.

**Vermont Institute of Technology:** We partnered with VINS Summer 2008 to offer two weeks of community nature camps in Tunbridge. Camp was open to South Royalton and Sharon students. VINS gave us a 65% discount for the cost of their programming as well as an additional \$500 for scholarships.

**Orleans Central SU (Marilyn Perron)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

**There are 4 new community members on the Governing Board which has given it more of a community prospective.**

The Clerical Assistant will take charge in the summer due to the "lay off" of the Project Director. Due to her expertise in financial affairs, budgets will remain in tack, and there will be a good liaison between central office and the after-school program.

The File Maker Pro system is a tremendous asset in keeping records and tracking all aspects of the after-school programs.

Out of 7 sites, 5 are childcare licensed. This will give support in sustainability!

The special education director is located in the same building and gives support, guidance, and help whenever needed that concern our special needs students. This will also become a financial resource as we start getting some Medicaid Reinvestment funds into the program to help with students needing extra support such as a 1-1, special equipment, etc. This is especially helpful for our summer programs

The Curriculum Coordinator has been willing to give trainings for staff in what is needed in "intentional intervention" strategies. She was also helpful in writing a strategic plan and getting some CFP funds into the program.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

We have staff at each site that work at the school during the day and stay on to work in our after-school programs.

We have a principal who serves as the coordinator at one of the sites.

Teachers stop by during the homework time to offer help and/or give particular students a "nudge" to get their work done or caught up.

The hot lunch program provides snack in 5/7 schools.

The school nurse provides training for staff, documentation for immunization forms required for licensing, etc.

After-school news and events are included in the school newspapers

Licensed teachers from the school often teach classes after school, and during the summer one will design the day to day curriculum for our summer camps.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Staff is recognized for their "education". We have a pay rate for certified teachers, paras, returning staff, etc.

We had a 3% raise built into each returning staff's salary each year.

There is a staff handbook that clearly explains everything an employee needs to know along with pay scales, job descriptions, etc..

Staff evaluations are done yearly as a way to "complement staff" and find out their opinion on how sites could operate differently or not!

Staff is often recruited from the school and principal

First "chance" at open positions is given to staff already employed.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Safety policies as well as monthly drills (lock downs, fire drills, and “clear the halls”) are being implemented at all elementary sites.

We have a parent handbook clearly defining rules and consequences

We have a sign-in/sign/out procedure in place for children when they leave the room.

We also have a sign-out procedure that requires ALL parents to come inside to sign their child out when they pick up their child(ren).

All coordinators wear Walkie-Talkies and communicate with the principal and/or secretary each day to ensure they work!

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student surveys are given at the end of each year stating what they like or don’t like.

Numbers of students have increased remarkably at sites this year—more than 50% of students from the district have participated in a program.

Parent surveys clearly state that they appreciate the after-school programs and that their children enjoy coming!

We have a high retention of students returning each year as well as both parents and students asking about our summer program.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The Governing Board is made up of the superintendent and each of the 7 principals. They have supported all Project Director’s recommendations concerning policies, summer “camps”, extending hours of the sites, etc.

The superintendent, Governing Board Chair, and all of the principals have gone out of their way to clear their calendars and meet with me to discuss site questions, and how to align after school programs with those of the school day, etc.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We have offered “high interest” programs (“Cooking for Life”, Tae Kwon Do, Sprouts, etc.) Most sites have extended their hours until 5:30

We split our groups into “youngers and older” to make our activities geared to ages and abilities

Students were polled (asked as a group and/or given a survey) about what they would like to do after school, and we have tried to offer these programs.

Particularly at the high school level, students come so they can have something to eat. We have worked closely with the hot lunch agent to buy extra food so there is a variety and plenty to “fill up” those bigger students!

Making a connection with the guidance counselor has helped a lot and given us referrals for the high school Homework Zone. This increased our Regular Attendees numbers to around 80% of what they were 2 years ago!



**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We employed paras from the school who knew what students were expected to do and helped them with it.

We have a Lead Teacher from the school who prepares homework folders with individual student names on them for individual student “homework” activities after-school.

Lead Teachers are required to do lesson plans for each day they teach.

Each coordinator is required to do File Maker Pro data reports. This has helped track student attendance, staff retention, programs offered, etc.

Working with the curriculum coordinator has helped make homework halls “intentional intervention” and made us aware of improvements needed.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

We hire 1-1 staff to specifically work with “special needs students”

We offer a variety of programs and divide students up into the “younger or older”.

We have purchased several books for staff as a resource for age appropriate activities to do with students.

We hire outside providers who the students really like (wood working, games, music, etc.) that come in weekly to work with our youth

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Each school is a partner. Through this partnership we have a free space to use during before-school hours, after-school, and during the summer, some secretarial services, and support from the teachers, guidance, nurse, and principal.

OEVNA is a partner that provides funds for our “wellness programs”

Town libraries. Each town has a library that offers a story time, presenters in the summer, and a resource for both students and staff in the way of books and a facility.

North Country Hospital has a presenter who comes to at least one site every week to do a presentation on health and safety. They also have provided water bottles and other supplies for the students.

Swimming Programs. We are fortunate to live in a “lakes region”. We have 2 lakes that offer swimming lessons each summer. We have partnered with the Red Cross and town sponsored to provide parents with information and a means to get their child to swimming lessons, and can pick them up on their way home from work!

Our parents are our most valuable partner. Through this partnership our sites have grown and we have heard lots of great things from parents.

OCSU Central Office. Our payroll, accounts payable are all done in the central office.  
Farm-To School Program. Once a week for 6 weeks this agency has sent a staff member to each of our elementary schools to teach children how to grow a garden. We have a community garden at 6 elementary school this year!

Siskens Ecological Adventure Program At a fraction of their cost, this agency provides 1-2 staff each week for 6 weeks at most of our schools. Their activities include wellness, Science, and woodworking.

### **Orleans Southwest SU (Jim Carrien)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position? (Please also include information on how many hours a week and how many weeks per year your program allocates for the program director and at what rate of pay.)**

Our program allocates for a year-round (49 weeks), full-time (40 hours per week) program director position. This year, the rate of pay was \$20.00 per hour. Benefits include; health, dental, and life insurance; paid vacation, sick and personal days; as well as municipal retirement benefits.

This year the program director position was strengthened by various professional development opportunities. These opportunities included;  
participation on a state-wide work group which is researching and documenting the most promising practices in high school after school programming (undocumented amount of hours)  
participation at the Vermont After School Conference (5 hours)  
participation at the VT21C Program Director's Summer Retreat (14 hours)  
participation in a CPR training (5 hours)  
participation in and Experiential Learning and Challenge Course Skills Training (16 hours)

The program director also attended the OSSU Developmental Assets Retreats for elementary and middle/high school students.

In addition to the program director position, our program allocates for a site coordinator at each of our four sites. Three of these positions are .5FTE and one is a .6FTE. Three of the four site coordinators are regular school day employees.

### **Craftsbury Schools**

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Our after school program is connected to the regular school day by:

*Shared Staff*-Our staff consists of two classroom teachers, and one Para educator.

*Shared Space*-We use the Academy facilities shared by all students, including the cafeteria, gym, playground, library and several classrooms.

*Shared Resources*- The teachers often use their own classroom resources for projects, homework help and teaching activities. Teachers use ideas and lesson plans from the after school program in their classrooms.

*School Policies*-The After school program policies follow all school policies.

*Instructional Goals*-Our program goals are designed to follow school mission and essential outcomes, and to enrich and enhance learning in the regular classroom.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

We recruit and retain high quality staff because of:

*Communication among staff*- Site coordinator dialogues with colleagues and potential staff  
*Commitment to program*-Staff is recruited based on their commitment to entire school program, as well as After School Program. They demonstrate involvement in all aspects of program.

*Unity of community*- Staff shows connection to whole community. They sincerely care about members, including all staff, parents and students. They recognize how they impact the community.

*High Level of Experience and Training*- All staff members come with a lot of personal experience in teaching and working with children. They are all motivated to pursue individual professional development opportunities.

Staff participated in First Aid and CPR Certification training.

All staff participates in Professional Development training that supports After School Program.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Our program takes actions to ensure that students are physically and emotionally safe with:

*Appropriate and consistent supervision*-We provided low student/leader ratio in all activities. All leaders had consistency in approach to supervision. Staff is supported by site coordinator. All volunteers and instructors pass criminal background check.

*Supportive and nurturing environment and staff*- All staff sincerely cared about well being and safety of all participants.

*Specific expectations of all participants*- All rules and expectations were made clear to students. Students were held accountable for appropriate behavior.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Our program is student centered and every student showed high interest in what they were doing because of:

*Low student/adult ratio-* A low student/adult ratio allowed for individual attention to encourage and promote interest in activities.

*Student Involvement-*Activities were designed to encourage student participation. Activities were hands on, student centered activities. Students' input was valued and acknowledged.

*Familiarity with students-* Staff has previous experience and prior knowledge of individual students' needs, abilities and interest levels.

*Meaningful activities-*Activities were designed to engage students at their level of ability, and to individual interests.

Activities were designed to encourage new student to participate.

*Appropriate outcomes-*Realistic and obtainable outcomes were presented for all activities to encourage success among participants.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Our school principal shows support for the after school program by:

*Supporting Site Coordinator-* Building principal supports the site coordinator by having full confidence in the direction and implementation of all program goals and outcomes. The principal was accessible and facilitated site coordinator's desires to prepare a high quality program.

Principal made funding available through grants to support program.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We encourage and support regular attendance and participation among students by:

*Communication with parents-*Staff stayed connected with parents, communicating with them if students missed the program for any reason. We were flexible allowing parents financial support and schedule options to keep students in the program.

*Communication with students-* We checked in with students regularly to get feedback regarding participation and attendance.

*Providing encouraging environment-*All students were made to feel welcome and valued. We recognized them on their individual participation.

*Appropriate choices for participants-*Students were offered appropriate choices, encouraging participation and success in all activities.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

The following expectations were set this year for instructors around lesson planning and student outcomes:

*Age Appropriate-*Instruction needed to be appropriate for a variety of ages and abilities

*Flexible*-Staff were expected to be flexible in planning to accommodate school activities including sports and clubs.

*Thematic*-Daily lessons were planned with themes and connections to prior learning.

*Relevant*-Lessons needed to be relevant to students' lives. Lessons should connect with students experiences.

*Feedback*-Staff was expected to solicit feedback from students to evaluate and modify curriculum content.

Instructors supplied activity outlines with goals and outcomes.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Our program ensures that students are offered age appropriate learning and enrichment activities. We use flexible structures and instructional activities to accommodate different learning needs by:

*Evaluation*-Staff is constantly evaluating methods of instruction and effectiveness.

*Preparation*-All lessons are well prepared considering age and learning styles. Program design creates flexibility in delivery of lessons to promote appropriate individual learning and opportunities.

*Observation*-Staff consistently observes student responses and outcomes.

*Experience*-Staff uses practical experience to design appropriate activities and to accommodate individual learning needs.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

We partnered with the following people:

*Sterling College*-We worked on several occasions with Sterling college faculty and students to provide an Adventure Learning and Mentoring Program for our students. Students learned valuable skills in problem solving, cooperation and life skills. Participants made valuable connections with Sterling students as both role models and mentors.

*Craftsbury Public Library*- A volunteer from the library offered baking classes and read books to participants. Students connected with a community member and learned life skills and the value of stories.

*4-H (UVM Extension)* – A volunteer come one day per week during the spring session to lead activities around an animal science theme.

**Hardwick Elementary School**

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

REACH at HES is connected to the school day via:

REACH staff working with students during the school day  
Programs happen in and around school building/grounds  
REACH staff work with school teachers and admin.  
REACH news goes home through classroom teachers  
Policies generally follow school-day rules and regulations  
Language pertaining to discipline is similar to school day  
Curriculum/activities offer either build on school day work or offer opportunities not available during school

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Core staff came to the program with varied and extensive experience, and stayed with the program through the year.  
Teen assistants were hired through the high school, all of whom had some experience and enjoyed working with kids.  
Qualified, experienced, motivated teachers from the school and from the community joined us to teach specialty activities.  
Core staff updated first aid, coordinator attended VT After School Conference.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Students created and signed a contract in which they agreed to act **safe, respectful, and nice** during the REACH programs. Whenever this agreement was not being met, staff would talk with students to process the problem and make sure that a safe environment was sustained. Staff also communicated clear expectations for safety all throughout programs.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

This year has offered many high-interest activities to students:

Each consecutive session we saw enrollment numbers increase.  
Written feedback from students shows that they enjoyed activities.  
Students expressed excitement, interest in returning, and sharing their experience with friends to many staff in the program and the school.

However, not every single student wanted to be in every single activity. We have a small school and can only offer so many options. Many kids (especially in the last session) signed up for activities of their choice, but some are mandated by parents to attend every day. We tried to accommodate this for some older students by allowing them to be helpers with the younger kids in different groups. Also, we have noticed that the more kids that sign up by choice, the better the response from kids who have to be there.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The principal at HES is very supportive of after school programming: finding funds to financially support the programs, organizing academics for summer programs, meeting regularly with the program staff, attending celebrations, and communicating the benefits of our programs to other staff/admin.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We have offered activities that take place once a week for a whole session, thus having students sign up and participate in the whole session. We also tried to create options that already-attending students would enjoy for the up-coming sessions.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Expectations were set informally through discussion ahead of and during each session, between leaders and site coordinator.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Student Choice was ensured by:

Friday Fun Club was every Friday in the second and last sessions of the year, giving every student the chance to pick their own activity that day.  
Some activities overlapped (ages or timing) to open more options to students on a given day of the week.  
Voting for specific things was used (ie...upper field or playground, snack indoors or out).  
Students were given chances to choose games, greetings, and helper roles every day during the ASP.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Meredith Holch, video animation with the kids, connections with local tv and with other schools  
Stan Parsons, Black Belt Academy, teaching Taekwondo through ASP and has studio in town, brought in other community members to help with class

Hazen Trails Association, worked with REACH to sponsor special Story Trail event; Pumpkin walk and field trip; help with ski days; encourages and offers support (volunteers, ideas, resources) for any activity that uses the trails  
HES, connections with staff as described in previous questions

### **Hazen Union School**

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.). We had two middle school teachers and the middle school reading specialist work with our students this year.**

Mr. Didyoung, 7th grade math, worked one day a week and offered homework support to students.

Mrs. Bauer, 7th grade English, encouraged reading for a short time with the Twilight Book Club followed by an online blog about the book. This group was cut short by maternity leave.

Ms. Keener, 7th grade English sub, led a craft activity for three weeks.

Mrs. Shone, our middle school reading specialist, took 7th grade students to Hardwick Elementary to read with younger students.

Our Homework Café staff members are Hazen employees. One is our planning room supervisor, which allows us to enforce school policies and rules with ease. The other is a para-educator.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Our site-coordinator took a Red Cross certification class. The other staff were invited the training, but they were unavailable.

The site-coordinator also attended the Vermont Working with Youth Conference.

Darlene also worked with directors and site-coordinators throughout Vermont to improve high school after school programs. She visited two outstanding programs in Massachusetts and participated in numerous conference calls and committee meetings centered on how to improve high school after school programs.

I have asked several of the new teachers to participate. Sarah Keener, Angela Baue, Ms. Purden and Bob Didyoung. Sarah, Angela and Bob did join our team. Angela took maternity leave, but is returning next year for one afternoon per week. Bob may return, but we had some issues this year that still need further evaluation before we can come to a conclusion about his return. Sarah will return for summer school and will continue to consult on the activity she lead this year.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

As with previous years, we follow the school day behavior expectations.

We are trained in shut down procedures.

We had a phone installed in the library that is accessible during our hours.



**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Students attend our programs on a volunteer basis; therefore, their attendance indicates their interest.

We started an after school leadership group to help design after school programs.

Students have expressed appreciation for our Digital Media workshop. Their attendance was maintained during the class.

Students in The Lucky Pot group choose food they were interested in preparing. They expressed their passion for cooking by attending on a regular basis and making suggestions. They helped make decisions about the activities we participated in.

Crafter's Circle members continued to attend because they enjoyed the activity Ms. Keener showed them. They are expressing interest in a longer session for that activity next year.

**4f. School Leadership Support. What actions have your school principal, superintendent, or other school leaders taken this year to support the after school program?**

Our superintendents have supported the program by encouraging our building principal not to cut it from the budget.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Announced event over the intercom.

Posted fliers and large posters in halls and in the cafeteria

Circulated throughout the building when special event were happening to give out registration forms

Started the TIRES (Teen Inspired Rally to Enhance Society) leadership group to give students a voice in the planning and implementation of programs.

We adjusted the activity bus time to encourage students to attend programs and still have a way home if the program ran late.

The craft club gave students the ability to choose which crafts they wanted to do.

The Lucky Pot cooking group chose recipes themselves.

We brought in outside experts in cosmetology, nursing and catering to share their craft and to talk about their careers.

The Green Mountain Technical Center sent their representative for a small group question and answer presentation. We hoped this gave students an opportunity to explore the idea of technical education.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We asked instructors to fill out a form that outlines the activities and outcomes their club would address.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Students are encouraged to attend all of our groups no matter what their experience, grade, or interest are.

We try to appeal to students by offering activities right after school, which allows students to use the activity bus.

We offered reading, arts, crafts, cooking, media, and flag football and leadership opportunities. Hopefully combined with the many other activities at Hazen students will feel there is something for them.

Our Homework Café is open from 2:30 to 5:00 for students who want to attend an activity and still have homework they need to complete.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

We partnered with Hardwick Area Community Coalition (HACC) to encourage students to participate in the coalition. The coalition community resource director, Erica Baker, attended several of our teen leadership meetings. During those sessions, the students and the Coalition decided to pursue a Mystery Dinner event.

The Hardwick/Greensboro Restorative Justice program director, Carol Plant, joined with our leadership team late in the year. She needed to work with teens on community event and the teens needed outside support. Their program worked with TIRES and HACC on the Mystery Dinner.

We partner with the Hardwick Trails committee. We carve pumpkins for their community event. Students also benefit; because, they use the hours for community service graduation requirements.

We collaborated with AWARE, Hardwick's Women's group. Their students and staff joined us on our recreational trip to IROC. We supported them by allowing their students to join our group after their meeting.

**Wolcott Elementary School**

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

This year, Wolcott Elementary had an extra classroom, due to a teacher retiring and the position not being filled. That classroom became the Multi-Purpose room. The space was used for music and art classes, as well as a space for small Tier II groups. This room also was the home base for After School REACH! The site coordinator's desk and all supplies were moved in to the room over the summer. During the 2008-09 school year, we began each afternoon in this room. It was helpful to have a classroom in which there was time to

set up for the afternoon, and not be in students and teachers way as they tried to finish their day.

We continue to invite school day teachers, paraprofessionals and parents to work in our program. This provides a smooth transition from the regular school day, to after school hours, as after school staff know homework routines, students and school policies.

A main focus this year has been creating a better environment for students during homework time. In the past, students who do not have homework have been encouraged to independently read, but not required. This year, we have worked hard to provide academic activities for students who did not have homework. These included word searches, math games, and board games that promote learning (Boggle® became a favorite). We purchased beginning level books that students could read themselves through our Promising Practices grant, and borrowed books from the library for read-alouds during homework. All of these items were placed so students could help themselves during homework time.

Tutoring during Summer Learning Camp continues to grow. We increased our tutoring staff from two, to three in summer 2008. We increased our total number of students tutored.

Regular school year teachers are supporting this effort, by encouraging families of students in need of help to have their children attend.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Our program strives to hire staff who are school day staff members, parents and community members who care about our youth. This extends through all aspects of our program, from Summer Learning Camp, to athletics, to arts activities, to 4-H programming, among others. We are working hard to support after school staff members, so that they will return in following years. We have a high level of returning staff members and teen assistants.

Core staff were trained in re-certified in CPR, and hold valid first aid training.

The site coordinator attended the Vermont Afterschool conference in Killington, in fall 2008.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

A first aid kit is on site, as well as access to the nurse's office and supplies.

Four two-way radios were purchased by the school for school-day use last year. We have continued to use these during after school as well. Most times, the site coordinator, as well as each activity leader, has one.

All activities take place on school property, thus we can be sure the physical space is safe. Students are always supervised by staff. If an activity leader needs to leave the room for a moment, they either call the site coordinator, or have one of the teen assistants supervise the students until they return.

Most activities are supported with teen assistants to aide students who may need additional support, whether academically or socially.

Most afternoons, the school's principal is in the building. This helps when a student needs to take a break or needs processing about behaviors.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Regular attendees are up to seventy-four, from sixty-nine in 2007-08.

We have a high number of students (especially older students, who are not usually required by parents) that attend after school programming all year.

Students who have not participated in after school, or rarely participated, signed up and attended activities this year.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Our school principal continues to support our program by encouraging families to and students to attend after school programming.

When necessary, she helps in processing with students who have had a behavioral issue. She is a constant source of advice for the site coordinator. This extends from interactions with students and families, fundraising, and general questions.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We continue to work with families, especially during these difficult economic times, to be flexible with pick up times and payment. We have been able to provide scholarships to families that cannot afford after school programming.

Students are polled to give their opinion about present and planned activities.

We conduct end of the year surveys for parents and students.

Parents appreciate our homework time, which has improved as mentioned above.

Activities are generally planned for grade levels (K-2nd, 3/4, and 5/6). However, for most activities, we allow students outside the grade level to participate if they are interested, and it is appropriate for them.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We have strived to increase the number of activities that are academically enriching. New activities this year included Dinosaur Adventure, a 3/4 and 5/6 Book Club, and Adventures in Problem Solving.

Our End-of-the-Year Celebration featured student performances from our Chorus activity and Sign This! These two activities provided an opportunity for students to learn something new and share it with peers, parents and community members. I was extremely impressed with these two activities and the dedication of the activity leaders to enrich students time in after school.

Activities are observed by the site coordinator throughout the afternoon, to ensure that students are working towards and meeting student outcomes.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied**

**instructional activities to accommodate students with different learning needs and learning paces?**

Part of our teen assistants duties are to help all students at the direction of the activity leader. Whether a student needs to hear a direction again or help completing the activity, the teen assistant is there.

We offer three or four activities each day, with at least one activity for each grade level group. (K-2, 3/4 and 5/6)

As in previous years, we continue to allow students to participate in activities outside their grade level, based on interest, developmental appropriateness, and/or in a helping capacity. Our activities run on a set day or days for the session. Some activities run one day a week, while others run two days a week.

With four sessions, we are able to offer more activities for the year.

If an activity is popular, we often offer it for a second session.

Our activity leaders make an activity accessible to any student who is participating. The site coordinator assists in accommodations for individual students.

We allow students who need to continue working on homework after the scheduled half-hour of homework, to do so. Sometimes they stay in the room with their regular group, and sometimes they go with the site coordinator.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

This is our third year of year round 4-H curriculum for students in After School REACH! at Wolcott Elementary. This is offered through our partnership with 4-H at the Lamoille County UVM Extension Office. As in the past, programming is offered for younger students (typically K-2nd graders) for the first two sessions of the year. The later half of the year is dedicated to programming for older students (typically 3rd-6th graders).

During our fourth session, we partnered with the Glen Merritt Community Library. We offered two book clubs that met once a week for ten weeks. One group was for third and fourth graders, and the other was for fifth and sixth graders.

**Rivendell Interstate School District (Tammy MacQueen)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

We did not have turn over in this position since it was my second year as director.

This year I continued to work at 80%. This has given me more time to accomplish the work. I have attended many of the state offered workshops: August in-service, Fall VT After school Conference, and winter Director's Conference at Lake Morey.

Because I have been in the district for seven years I have a connection with the administrators and staff. This made many difficult situations easier because they know me and are willing to collaborate with me. I also know the students well and they know me now as Director. I taught a workshop at every site so I could spend time building relationships with our Visions kids. I also spent one day per week helping students with homework.

I met with and made two presentations to the school board this year so they could understand my role as director and see my commitment to after-school. We also talked extensively about sustainability of the Visions program.

I became a member of the Super Staffers and created and presented our first PowerPoint on staff development evaluation at the winter conference. I also participated in several conference calls with this group.

I met with all three principals at least once a month to discuss Visions happenings.

I attended Administrative meetings with all principals and other Rivendell administrators.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

We have our own room at the middle school and this makes a huge difference for our kids. Students have mailboxes and teachers leave assignments and mail for them. Students know where to go directly after school and have a place to leave their personal items.

Because I am here during the day, I check in with teachers about missing work. I am also a part of the EST (Educational Support Team) team for middle and high school.

We have several school day staff in after-school so they know the curriculum and have actually been in classes to know instruction and assignments.

The Director checks and monitors all Visions students' grades/report cards.

We have many teachers as workshop presenters and homework café staff and that connects the day with after-school.

I met with the middle school principal at least 2 times a week to discuss Visions issues.

I met with several teachers on a weekly basis to discuss individual kids and their progress.

Site co-coordinator is a paraprofessional in the building and is in classes during the day. This was a huge support to students in the areas of discipline and homework.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

We offered much more training this year to our staff members. Director and site coordinators attended fall VT after-school conference.

This year we had much more of a shared responsibility model and this made the staff feel more committed and connected to the program. They kept all of their own File Maker data and helped with snack reimbursement.

All three coordinators used Laptops to keep data and to support our communication system.

We used our own Visions conference on First Class and often spoke to each other daily.

Director spoke to staff everyday and spent one day a week at each site helping coordinators and working with students. This presence made the staff feel more valued and appreciated. They knew they had someone to support them.

We had quarterly all staff meetings to discuss programming, problems, expectations, etc.

Staff was appreciated several times during the year with small gifts and cards.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

We revised our Visions handbook for staff, students and parents.

We continued our discipline and no-bullying policy. We made this policy clear to students on the first day and re-visited the policy when necessary.

Students continued to sign in on the laptop and sign out when they left. This made for better record keeping. We have a strict sign out procedure at the elementary schools.

Our staff took pride in modeling good behavior and treatment of others for our kids. The kids definitely knew they were safe and cared about by the staff and presenters.

We increased the snack offerings this year, giving students more of a choice of healthy snacks and drinks.

We worked diligently to build quality relationships with our students. We made a point to get to know the parents and families of our kids and did not hesitate to call home and communicate when necessary.

We offered workshops that had a healthy/physical activity component to them. We want kids to be healthy physically, mentally and emotionally. We also staffed a youth worker as a presenter for kids who needed extra support or counseling.

We practiced fire and safety drills each trimester.

We made sure all staff members and volunteers were finger printed and approved by Superintendent.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

This year we had increased and more consistent attendance, especially at the middle school.

We continued to give the older students the snack responsibility which promoted student leadership and commitment to the program.

We hear kids talking and asking about Visions during the day. They have begun to recruit other kids to join us.

We listened to our students. They completed programming surveys and we worked hard to offer everything they asked for. We eliminated programming that showed low attendance.

We offered many choices for workshops that included crafts, arts, music, physical activity, careers, etc.

All year there was an excitement about the upcoming offerings—kids would track staff down in the hall to find out what was going to be offered. At SME the parent's would fill out the forms before leaving the program to ensure their kids got in. That was awesome!

We had more Dartmouth mentors and the kids enjoyed working with them.

We opened Raptor Retail, the Academy's first school store and this created much excitement in the building.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The principals and superintendent met with me regularly to discuss the programs. Most principals were willing to help if discipline issues arose.

The school board asked to see me twice this year. They were very interested in the success of the summer program and offered many kudos to the program. They added an additional \$10,000 to the school budget for Visions. Next year they are considering adding the director's salary in the school budget as well.

The SIT (School Improvement Team), under the leadership of Gail Keiling, superintendent, continued to be my brainstorming team. They offered advice, listened to issues and dilemmas, and helped with programming and funding ideas and suggestions. They also edited and helped create the final copy of the Visions handbook.

We had the support of the Superintendent and Academy principals to open and use the climbing wall and the high school photography dark room.

The new middle school principal was amazing! She fully supported the program. Each principal allotted space in their weekly newsletter for Visions information and announcements.

Principals verbally supported the program by telling parents and students about it. They helped recruit students, especially for the summer program.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Our summer program was very successful. We offered quality workshops like hiking, scrapbooking, fly fishing, dance and more, and this encouraged students to come during the school year.

We offered high interest programming that included: Wall Crawlers, Floral Design, Roller Derby, Mountain Biking, Outdoor Activities and several Raptor Retail workshops.

We offered mentoring from administrators, teachers, staff, high school students, and college students.

We made it a priority to build consistent and lasting relationships with all Visions students.

We offered one field trip and two family events. One included an end of the year family picnic that had 90% of participants and families attending.

We began some combined elementary and middle school programming. This encouraged mentoring and relationship building among programs.

We helped kids with homework and once they saw their grades improve and felt that success they wanted to attend.

We offered at least one high school workshop per session and had more high school students attending Visions.

We offered programming specifically designed for our youngest students so the older kids didn't feel like they were always paired with the younger students.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

We continued to use our Workshop Presenter Agreement that included expectations for lesson planning.

All instructors met with Visions Director/Coordinators to discuss lesson plans and objectives.

After each session, the Director/Coordinators met for a follow up discussion with presenters to get feedback and suggestions for the next presentation.

We asked students for feedback on workshops and discussed this with presenters.

We had a lot of returning presenters and they knew exactly what we expected. They also had relationships with our kids.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Every session we strove to have a variety of activities that include: sports, recreational, arts and others. We offered many different activities this year. In total more than 70 different



workshops were taught. These activities included options for all learners. We had auditory, visual and tactile/hands-on workshops.

We used the facilities we have at our school and surroundings like the Rivendell Trail, the Connecticut River and the climbing wall.

We encouraged students to take risks and try activities that challenge them. The climbing wall was totally new for our kids and for some, not easy to do. We helped them feel successful and good about what they could accomplish.

During homework café, we had students work in smaller groups by grade level.

We created separate academic programs for our K-2 students since their homework looks very different than that of the older children.

We also created several workshops that focused on students in grades K-3 like Hooked on Books.

We offered three summer academic programs that were fun and enriching.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Dartmouth College: This year we had more mentors at every site and it was very successful. The students became mentors and friends to our children. These mentors included students from the America Reads program.

Thayer Engineering School: Each session the Thayer graduate students offered workshops in Cool Science and Inventing. This was an amazing program for our students because they learned about engineering careers and science and had fun while doing it!

Local libraries: All four town libraries supported us by creating programming, offering library hours for our children, and donating supplies when needed. The Orford Social Library displayed our students' summer photography photos.

Community Presenters: Several community members presented workshops like Rocketry, Sign Language, Hooked on Books and more. These people gave time and money to the program all while mentoring and building relationships with our students.

Local newspapers: We received *Newspapers in Education* from both the Valley News and the Journal Opinion so our students could read and keep up on the latest news.

VerShare donated snowshoes and other winter equipment to Visions. They also provided transportation for library events.

The NH Charitable Fund donated \$5,000 to support Raptor Retail.

Rivendell Trails Association: Paid for Trail Coordinator who taught several workshops this year. They also maintain the trail our students use. They donated GPS equipment for students to use during workshops.

SIT: This committee of administrators and community members is our advisory board and they supported us with ideas and suggestions. They helped tremendously with the new Visions handbook.

Pastures Campground: Made donations to our program and gave us a facility to hold events at a discounted rate.

Sandra Ordway, Typesetting and Desk Top Publishing: Sandra donated many hours to support Raptor Retail. She did all of the art work for our water bottles and bumper stickers and is consulting with us on software for the store. She has offered to do QuickBooks training for the staff and students of Raptor Retail.

## **Rutland City Public Schools (Diana Pfenning)**

### **4a. Afterschool Program Leadership:**

The school system funds the Executive Director's salary that is \$55,000. The Executive Director has a Masters Degree in Education with 40 years of experience in the field.

The second full time person in the office is the Administrative Assistant who works for a yearly salary of \$32,000. Her experience in a similar position was at Rutland Regional Medical Center for over 20 years.

The Financial Clerk position was added two years ago. A Nellie Mae Best Practices Grant will fund the position for one more year.

All three positions are considered full-time employees of the district with all benefit: health, dental, disability and life insurance plus retirement to State and City Municipal Retirement. Additionally there are 24 non-working day and 13 legal holidays.

All Site Coordinators are paid at \$25 per hour with paid monthly planning; twice monthly administrative team meeting and bi-monthly site meetings. All the Site Coordinators are licensed teachers with many years of experience. Site Coordinators are not responsible for direct student services.

There are now three Home School Coordinators that are funded by the licensed afterschool funding. These people are licensed clinicians and work for the schools during the day. Not only are they a valuable asset to the program, they provide a direct link to the schools and families. The most important function they serve is immediate support for staff in dealing with behavior issues in a positive and insightful manner. This modeling is constant professional development.

At the end of our three-year Bowse Health Trust Grant, the Tapestry Program was able to sustain that program of bring clinicians and case managers to run counseling groups at our sites. Rutland Mental Health access Medicaid funding to pay their personnel.

The Administrative team consisting of Executive Director, Administrative Assistant, Site Coordinators and Home School Coordinators meets bi-monthly.

All sites meet as a team once a month.

The Assistant Superintendent is responsible for direct supervision to the program and the Executive Director.

### **4b. Linkages to the School Day:**

All of the programs are located in the schools with no costs charged including custodians. Computer Labs, Libraries, Business Office, Currier, Office Space, phone, computer, copying and paper are all free to the program.

The transportation to and from the schools in the summer and home in the school year is done on Rutland Public Schools buses with the only cost to Tapestry being the two driver's hourly salary.

The schools also employ all but 21 of the 150+ staff so they have had a great deal of training concerning the curriculum and behavior management strategies. I provide training germane to childcare to my staff and invite school staff that wish to join us. School welcome the afterschool staff, who are not employed by the district, to join the in-service trainings provided.

The curriculum that we use is the same as the school day. Since the schools also employ the tutors we hire, they have access to all the materials and curriculum used. This allows us to purchase the supplementary materials or computer programs that allow for diversified instruction when needed. Then all are shared back and forth so both organizations benefit.

This year all schools have instituted specific assessment tools that are shared with our tutors. These assessments will now help us to plan the tutoring sessions to address the individual needs of the students. Unfortunately, the assessment tools changed during this school year again, so the comparison from spring 2008 to fall 2008 were not available.

All Tutors who are working this coming summer have had opportunities to have professional development surrounding reading, writing and math with the Literacy Coaches and the Math Coaches of the districts. There were 9 training hours provided.

The NECAP test scores are made available to the program in three out of six of our schools by giving us access to the entire database. We will solicit that support from the other two schools again.

**4c. High-Quality Staff:**

At the onset of the program in 2000, recruiting was done in the schools because the grant stated that the school personnel would have first option at positions. Since then over 80% of the staff have come from the schools. There is also little turnover each year. This allows for very high quality staff working with the students. Since the program serves the target population of free & reduced lunch qualified students, special needs students and foster children, any other staff would not have the ability to manage these classrooms.

Additionally, the rate of pay for the Site Coordinators at \$25 per hour; tutors at \$20 per hour; Para Educators at \$10 per hour; and Group Leaders at \$15 per hour has helped to retain people over the years. Their pay makes a significant contribution to their financial need whether to pay off student loans, purchase a house or put a child through college.

This year four licensed Afterschool Tapestry Programs became NAA Accredited sites. They also became received a 5 STAR rating from the State Of Vermont.

Tapestry provides 12 paid workshop hours per year. Currently all staff have at least two in-service days from the school district regarding curriculum, behavior management or diversity of instruction. In total all staff are required to have 24 training hours per year.

All Tutors who are working this coming summer have had opportunities to have professional development surrounding reading, writing and math with the Literacy Coaches and the Math Coaches of the districts. There were 9 training hours provided.

**4d. Safe and Appropriate Environment:**

The first action is to maintain a staff to child ratio that allows for students to be supervised efficiently; feel listened to and valued; and assisted in managing their behavior before there are significant problems. Our ratio in Afterschool Programs is 1 adult to every 8 students or less. Our ratio for tutoring is 1 adult for every 5 students or less. Our group sizes are maintained at 15 or less.

The second action is to start all programs with a “meeting” of students and staff. The purpose of the meeting is to build a sense of community, respect and caring among the students and adults.

The third action is to have consistent expectations for behavior and consequences across all programs. There is a clearly written policy that is given to all parents in all programs.

A Parent Booklet has been completed for all sites. It is given out at enrollment times to all parents.

There is annual CPR, First Aid and CPI (Crisis Prevention and Intervention) for all personnel in the licensed sites and all Site Coordinators and anyone interested in the Academy sites..

Close inspection of the environment is required daily.

All hazardous materials must out of the students reach. This includes the custodians cleaning supplies. They must clean after the students leave.

A plan for emergencies, evacuations and threats should be in place and in writing. These must be aligned with the school policies and procedures. The community must be aware that the school had children in the building in the afterschool hours in case situations occur. The Tapestry Program has written a statement of use for each school and submitted to the Fire Department, Police Department and Public Works Department.

**4e. High Interest Programming:**

**4i. Flexible Structures and Student Choice:**

First we involve students in selecting the enrichment activities they want to see happen; choosing the field trip or community service; offer multiple of choices all afternoon.

Homework and tutoring become a normal part of an exciting day.

There are a lot of supplies, books, games, cards, legos, toys and arts-n-crafts available. In addition, there is a Notebook ,at each site, that is filled with activities that are tied to the Vermont Standards and Common Grade Level Expectations that staff can access when doing their daily planning.

The schools allow the use of the computer lab, the library and sports equipment for outside. The gyms are sometimes available.

The tutor or staff is responsible for making a student feel successful for some part of the time together even if the skills being taught or if homework is particularly difficult. This can happen because of the staff ratios we maintain where students can receive individual help.

We survey the students, host teachers & principals, parents and staff for both our Accreditation and Annual Performance Review as well as at the end of each summer. These survey results are used to create a yearly action plan. Each Site Coordinator is given a summary of results and all the comments made.

The students must feel like the space is their environment. Therefore we involve them in the set up and clean up and even the purchasing of certain supplies

There must be adequate storage places in all schools. Carting your materials and supplies in each day does not work.

**4f. School Leadership and Support:**

The Superintendents mention the Tapestry Program often when it is appropriate during the discussion or presentation at School Board and Administrative team meetings. The Districts provide Title I support and Business Office support.

The Assistant Superintendent is my direct supervisor. He includes the Tapestry Program in all his discussions about test scores, grades and curriculum. He meets with me once a week and his leadership has helped Tapestry become what it is today.

Principals vary in their participation. The Tapestry Program is supposed to serve seven schools. The involvement of the principal can be very little; enough involvement to keep a tutoring or afterschool program growing; or very involved. The majority of the schools have involved principals who will assist in securing space, share materials and purchases, support the staff in the afterschool hours when needed; and work jointly with very difficult families. Principals have requested to add a monthly meeting with the Executive Director starting in the Fall of 2009.

Home School Counselors and Guidance support all that we do from talking with a student then next day if necessary after an incident; working with a family; assisting with paperwork for enrollment; and classroom teachers to support students staying afterschool instead of

getting on the bus. The Tapestry Home School Coordinators communicate often with these school personnel as well.

4g. **Regular Attendees:**

Transportation is provided at the end of programs.

Enrichment is provided in all programs.

Snack is provided to all programs.

Classroom teachers assist in reminding students that they are staying.

Parent letters emphasis attendance requirements.

Tutoring is very specific to each student so parents should feel it is worthwhile.

Staff is encouraged to remember the “relationship” is as important as the skills or homework.

Our sites had 271 regular attendees out of 776 enrolled. That is 38% attended over 30 days.

4h. **Instructional Leadership:**

There is paid planning hours to prepare for a tutoring session or for a month of planning for afterschool care.

Monthly staff meetings allow the teams to work on behavior management and details to keep a smoothly running program. A meeting prior to each Academy session encourages sharing of material and preparation for their planning hours.

Detailed assessments in Math and Reading for each student referred to the Academy are shared with the tutors so the correct skills are worked on.

Curriculum and material is shared with tutors from the classroom teachers supplies. We purchase the replaceable and share with classroom teachers as well.

There are pre-tests and post-tests created and administered that are the same for each grade level. This practices varies from school to school.

Additionally, the tutor must make a determination the students’ progress in each objective according to: remains below the standard, is progressing towards, met the objective or exceeds the objective.

Since all tutors are part of the school district, the objectives are tied to the Vt. Standards and the curriculum levels.

4j. **Community Partnerships:**

Rutland Public and Rutland Central Supervisory Union School Districts (already itemized) Rutland Mental Health provides a Clinician and a Case Manager to provide group counseling to our youngsters in the afterschool hours. They provide six scholarships each summer. One person from their organization sits on the Advisory Council.

Boys and Girls Club of Rutland County provides access to their gym and the club for our students at RIS once a week. One person from their organization sits on the Advisory Council.

Rutland Recreation and Parks Program allows us access to the skating rink and the skate board park and the pool in the summer for reduced rates or free. One person from their organization sits on the Advisory Council.

Department of Labor sends people who need retraining for a brief period of time or up to six months and the department pays the salary. The person has chosen to train for education, office practices or youth development. This organization also does mailings for us. One person from their organization sits on the Advisory Council.

Department of Health serves on the Advisory Council. Provides data and statistics to us about the city. The person is also a liaison with the Department of Children and Families who places many foster children and children under supervision in the Tapestry Program.

Green Mountain Rock Climbing Center and Adventure Based Tours provide guides and equipment for various activities at a reduced rate.

Vermont State Parks and Forest provide a permit for all students to visit the state parks at a reduced rate.

Northwood Pool at Rutland Town, Killington Pool at Killington, and Crystal Beach at Castleton all offer reduced rates for swimming.

Rutland Bowlrama offers reduced rates.

Vermont Achievement Center's Mitchell Therapy Pool provides swimming lessons for the month of January for NW and in July for WR at no charge. They offer a reduced rate for pool rental. Every Friday, all school year, there is some group of youngsters at the pool from all our various sites.

Mac Donald's and Burger King both provide meals for students during the summer either through a meal card or they bring in the meals depending upon the transportation and event.

Castleton State College provides students who are interested in volunteering for community service. We had two who came to volunteer then were hired.

America Reads from Community College of Vermont has sent two students each semester to read with the Primary School students at NW and NE.

The Green Mountain Foster Grandparent Program has placed four people with us. One is at NE, one is at RT and two are at NW.

RSVP and the Volunteer Center has just written a grant to afford to recruit and train volunteers to come and tutor or assist with homework. We will be starting the collaboration in the fall. This organization also provides mittens and hats for our students all winter. The Director sits on the Advisory Board.

## **Rutland Northeast SU- SOAR Program (Deb Bratton)**

### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The SOAR program director continues to chair the SOAR Steering Committee, setting the agenda, updating the group on program status and progress, and proposing policy and action review for the committee.

The SOAR program director has the latitude to manage the SOAR programs with a great deal of autonomy.

The SOAR program director, and site coordinator, have ready access to school and district administrators to discuss program related issues.

The SOAR program director provides periodic updates to the superintendent and district administrators.

The SOAR program director attends the Vermont 21<sup>st</sup> CCLC meetings, which help provide new ideas and approaches to afterschool programming.

The SOAR program director served on a committee to review the Afterschool Care Licensing Regulations, which provided the opportunity to affect regulations that impact the SOAR programs as well as additional insight and understanding of the regulations under which the programs operate.

The SOAR program director position will move to 30 hours per week in 2009-2010 with the addition of a 21C middle school program which will strengthen and focus the position.

Primary responsibilities remain financial management, partner management, administrative oversight for policies and procedures, overall program oversight, evaluation coordination, and process and system management.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

All SOAR programs are located in the schools served by SOAR, have dedicated space and can regularly arrange for the use of shared spaces such as library, computer access, gymnasium/multi-purpose space, and classrooms.

The homework component of SOAR was rescheduled to occur directly after school to better accommodate classroom teacher support and assistance.

66% of SOAR personnel hired were already employed as school personnel, while the other staff hired were high school aides.

Program information is distributed to students and families through the schools.

The SOAR program follows and adheres to school policies concerning behavior and conduct.

Clear rules, boundaries, expectations, and consequences are established by the connection with the school day policies. A school handbook is given to all non-district personnel hired.

The SOAR program and school personnel share various resources to enhance student learning. SOAR personnel collaborate and confer with school personnel, including the reading and math specialists, to develop strategies to assist students.

SOAR personnel are invited to attend local school training/meetings that are relevant to that school's policies, conduct, and instructional methodology. School personnel as well are invited to SOAR training/meetings.

Frequent verbal communication between the school principals and SOAR personnel ensure accurate and appropriate information is shared.

SOAR personnel attend school meetings regarding academic and behavioral performance goals of students and collaboratively develop action plans for improvement. Behavioral plans are designed specifically for SOAR with support of school personnel on an as needed basis if a plan is not already in place for the school day.

School personnel and Educational Support Teams recommend SOAR to students and parents as a means for improving academic and/or social success. Referrals are made through the guidance counselors and special educators as part of IEP meetings and classroom teachers discuss at parent-teacher conferences.

Development of a variety of learning activities within the monthly themes complements school learning objectives as well as the district Essential Learnings/Vital Results.

School secretarial staff communicates on a daily basis with the SOAR staff concerning absentees, parent notices, and other school news that is pertinent to the SOAR staff.

At monthly staff meetings, school principal thanks teachers and support staff who have given time and/or support to SOAR. This is a wonderful recognition and recruitment tool.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did staff participate in this year and why?**

SOAR personnel hired must meet minimal requirements/qualifications stated on the job description developed for the position for which they are applying. Position descriptions are reviewed annually and revised, as necessary, to accurately reflect job responsibilities.

SOAR's preference is to hire personnel already employed within RNESU, ideally from the site's host school. This has been successful as school personnel have seen the success of the

program in their classrooms and are more responsive to requests to be involved in the program.

Each candidate is interviewed by the appropriate designee(s) for the position for which they are applying; (e.g. Teacher position interviewed by Site Coordinator, School Principal or designee, and Curriculum and Staff Development Director).

SOAR offers the best possible wages that are commensurate with their training and experience and working conditions to reduce staff turnover. SOAR personnel involved in the planning aspect of the program are given paid preparation time.

Orientation is provided before SOAR personnel work with students and includes program philosophy, routines, practices, activities, discipline methods, written policies & procedures, emergency procedures, confidentiality policies and interaction. Each staff member is given a Staff Handbook when hired.

As a licensed child care program, SOAR personnel must meet annual training requirements and have an Individual Development Plan.

SOAR staff receive training for their school day position that is relevant to their SOAR position, such as Social Curriculum: Responsive Classroom Sampler and science curriculum training.

In addition to professional development training hours, there is a professional library containing current materials on a variety of school-age subjects.

Written performance evaluations are conducted annually on each staff member. Frequent feedback and observations is provided to allow for implementation of the suggested feedback in striving for intended outcomes. All personnel are encouraged to request help and guidance from their supervisor.

An open and comfortable atmosphere of communication is maintained. Administration is supportive and responsive to staff needs.

With the establishment of the SOAR Club program, highly trained school personnel were recruited to teach a club using their area of expertise. For example, the technical support specialist offered a "Tech Toons" club for grades 4-6 in which the students created their own cartoons with animation on the computer.

SOAR staff retention is high with 53% of the staff with more than 2 years experience with the program and 66% returning to the program the next school year. Of those not returning, 3 are high school graduates, 1 is a college graduate and 1 is moving away from the area.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

The SOAR staff takes attendance in roll call style at the beginning of each session. At Neshobe, where there is a late bus, each child also states how they are going home. This allows each student to be recognized and provides security for the child in knowing the staff is aware of their pick-up arrangements.

If a student is absent when attendance is taken and a note or phone call has not been received, the classroom teacher is called. If the classroom teacher is unable to verify the student's situation, the parent is contacted to find out if the student's absence is justified and the student is safe.

If a Neshobe student has taken the bus and cannot be safely delivered home, the student is brought back to the school where proper arrangements can be made.

As licensed child care programs, all SOAR sites adhere to the high safety standards dictated by the regulations. In addition, SOAR follows the safety guidelines provided by the VT DOE and participates in safety related conference calls.



Background checks and fingerprinting are required on all personnel hired to work in the SOAR program. Additionally, records checks are preformed by the Child Development Division as part of SOAR's child care license.

The SOAR program is included in the school's emergency response plan and procedures and this document is readily available to SOAR personnel. The Site Coordinator attends the district emergency planning meetings and all personnel receive annual training on this document.

Monthly emergency drills are reviewed and practiced with the students. Written record of dates practiced is maintained at each school location. Evacuation plans/routes are posted by door of all rooms used by the SOAR program.

SOAR personnel discuss and review safety issues at site meetings.

A first aid kit is readily available and accessible to SOAR staff. The kit is taken on all field trips.

All SOAR teachers and assistants received CPR/First Aid training this year.

Systems such as the buddy system and bathroom passes are established at all sites to protect students from harm, especially as they move from one place to another.

Any student identified in their IEP as needing 1:1 support has individual support at SOAR. SOAR personnel are expected to model positive, responsible, cooperative, and respectful behavior as well as positive and appropriate adult/adult and adult/child relationships.

All SOAR personnel are encouraged to help students develop appropriate social behaviors with their peers and to talk through social conflicts. Each SOAR program follows the school's policies and procedures on behavior and conduct which includes "responsive classroom" techniques.

The SOAR personnel know and use student's names on a daily basis and recognize range of student's abilities. With this in mind, personnel have developed areas for students to go to when need to separate from others is evident as in a "cozy corner".

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

SOAR programs and activities are based on pre-planned monthly themes that cover a broad range of topics throughout the school year and utilize a variety of hands-on and inquiry-based activities and challenge students according to their grade level. The theme for 2009-2010 is Science.

SOAR programs are developmentally appropriate, matching students' ages, capacity, and interests. As appropriate, enrichment and homework segments are separated into age groups. Through intentional planning and thoughtful program design, regular opportunities are provided for quiet activities, socializing, active play, individual, small group and large group activities, and recreational and cultural community experiences.

Field trips and guest speakers are carefully planned to stimulate interest in science, nature, and environment and take advantage of available community resources.

The inclusion of club activities allowed students to sign up for developmentally appropriate activities that interested them and were student centered.

With club activities focused around a particular skill set and/or concept, student's interest was higher and they were ready to learn. Smaller group size and individual interest in the activity allowed for additional learning opportunities for the students.

The number of regular attendees is indicative of an engaging and interesting program.

Verbal questioning is conducted regularly for planning purposes so that activities reflect student's interests, and student surveys solicit input and feedback from the students.

A variety of games, books, materials, for various ages and skill levels are readily available. In response to the student's interest, new materials to extend choices are added periodically. SOAR staff keeps up to date with age appropriate activities and current interest trends to provide these opportunities through SOAR.

Daily SOAR allows for "choice" time at a pre-determined time in the program such as at the completion of homework and reading/quiet time. "Choice" activities vary monthly, can relate to the monthly theme, and reflect the student's interests.

Suggestion boxes were made available at all school for students to provide feedback and interest for future clubs and a question was also added to the student survey.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

School principals and the Director of Curriculum & Staff Development serve on the SOAR Steering Committee and Sub-Committees, meeting throughout the year to assist SOAR and providing critical knowledge about their school, students, and community.

The superintendent periodically invites the SOAR program director to provide updates to the district administrators.

School principals regularly communicate to their respective boards regarding SOAR and took responsibility for working with the boards to establish reserve funds through town votes, which are a critical part of SOAR's sustainability plan.

School principals allow and encourage the inclusion of SOAR news and updates in their monthly school newsletters and district wide website.

School principals are readily available for questions, advise, homework support, intervention, and emergency situations.

School principals have frequent personal contact with the SOAR staff, both during and outside of program time. They also provide vital leadership in communication, cooperation, and participation among families and school staff.

School principals work with families to enroll their children in the program; this outreach is critical to the program.

School principals visit formal program events as well as drop into the program as time permits.

The Educational Support Team and the Home-School Coordinators recommend students for the SOAR program based on academic and/or social needs of the child. Additionally, Home-School Coordinators assist with required paperwork to attend SOAR and obtain child care subsidies.

The SOAR teaching staff met throughout the school year with the Director of Curriculum & Staff Development to align lessons with the RNESU curricula and Essential Learnings.

The Director of Curriculum & Staff Development observed and evaluated the SOAR teachers, giving them specific feedback commending their work and making recommendations for improvement.

A school principal designed an information sheet for classroom teachers to complete when a student with special needs is attending SOAR for the first time. This form will be adapted for use at all sites.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

All students are encouraged to register in the SOAR program at the start of the school year. Quarterly, students receive a packet outlining the SOAR program and its offerings. These

colorful and appealing brochures encourage students to be inquisitive about the upcoming programs.

Monthly themes are developed with weekly themes that culminate at the end of the month. Students are encouraged to attend all weeks of the month to build on skills and knowledge they learn as the month progresses.

Students are given useful and empowering roles (e.g. “assistant” of the day, snack helpers, etc) and this encourages regular attendance so they may fulfill their roles. Students accept and take personal responsibility for age-appropriate tasks that must be performed on a daily basis. This provides student ownership of the program.

Families in need of financial assistance are encouraged to apply for state funded child care. When this option is not available, the family may be eligible for a scholarship. Financial assistance supports their attendance in the SOAR program and families that are financially supported are more likely to commit to regular attendance.

SOAR provides flexible schedules for students participating in other school or community activities.

Inclusion of “choice” activities that reflect their interests on a daily basis will encourage students to attend regularly.

The retention of high quality and caring staff encourages regular attendance as students are made to feel welcome, cared for and listened to. This creates an atmosphere of mutual respect and togetherness.

Club programs have peaked interest in students to attend the Daily SOAR program.

The addition of well known or popular programs for clubs such as Cooking for Life and Girl’s Eye View will help drive attendance.

#### **4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

The SOAR Program Planning Sub-Committee, consisting of the RNESU Director of Curriculum & Staff Development, Site Coordinator, and SOAR teachers meets to plan and develop the overall program themes with correlating sub-themes as well as field trips and guest speakers.

Monthly themes are based on a year-long theme that provides intentionality to the planning process. Learning goals, essential learnings & questions are planned in advance and reviewed throughout the year at the program planning meetings.

Standard Lesson Plan forms are utilized to ensure thorough and consistent planning.

Teachers are responsible for submitting monthly plans that include documentation of goals, components and learning, and indicate the tool used to assess student learning over the course of the month.

SOAR teachers are expected to provide a well-balanced, engaging, hands-on, and inquiry based program. This balance of strong academic based activities with fun hands-on activities strives to increase student knowledge, social skills, and manipulative skills.

Informal staff debriefing is conducted daily to discuss pertinent student behaviors and observations from the day so that all staff is aware and consistent with how to handle or work with individual students.

SOAR personnel collaborate and confer with classroom teachers to develop strategies and appropriate activities to assist a student’s learning.

SOAR teachers use additional resources and learning opportunities when homework is completed such as word searches, word scrambles and books that generally relate to the monthly theme.

The SOAR daily routine is predictable but flexible, providing stability without being rigid. SOAR staff is expected to lead by example by participating in the activities alongside the students.

Outside guest speakers receive a copy of the SOAR Program Parameters outlining expectations and parameters for their program and complete a Contracted Services form including learning goals for their program.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Frequent communication with classroom teachers allows SOAR personnel to be aware of individual student's needs and areas of needed improvement. Teachers are highly valuable in addressing the learning style/pace of individual students. Each classroom teacher completes an information sheet when a student with special needs attends SOAR for the first time.

SOAR accommodates students with special needs by using and developing school resources and by requesting assessment of the student's needs. Consultation with professional special educators is available to assist in planning inclusive programs for students with special needs. SOAR activities do not always require the following of an example as individual expression, autonomous behavior, and free choice is encouraged. Structure is given to students during activities though they are student-centered, interactive, and hands-on.

Students choose from a variety of age-appropriate games and activities during Daily SOAR "choice" time. Students are given opportunities to choose what, how, and with whom they will do activities as well as behaviorally in understanding there are consequences to their actions.

Students are age-appropriately divided for enrichment and academic aspects of Daily SOAR to ensure meeting of developmental needs of all students. This promotes peer interactions and facilitates group work.

SOAR personnel use visual clues, images, and resources and phrases questions differently for each age group as well as being as descriptive as possible by using color-coding or having students read directions in different colored ink to distinguish the difference.

SOAR curriculum emphasizes language arts, mathematics and science but also life skills such as problem solving, personal health and well being, character, and social competencies. Enrichment areas include communication skills, scientific inquiry including hands-on application, relationships of people and culture, participation in visual and performing arts, physical fitness, decision making, reasoning skills, and technology skills.

Clubs provide a balance of academic, athletic and creative avenues for students to explore. Surveys were conducted for each club.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Use a separate bullet point for each partnership.)**

SOAR strengthened its relationship with the Brandon Artist Guild (BAG) and the Green Mountain Rock Climbing Center (GMRCC), which not only contribute programming either directly or through members, but assist the program financially as well.

Each interested BAG artist receives a packet of information with details about the SOAR program, and how and when to submit information for a proposed program. This packet

contains valuable information for artists who are interested in sharing their area of expertise in the arts but may have limited hands-on experience with school-age children.

The Outdoor Adventure program is a very successful and well-attended program with both programs at full capacity. Prior to program commencement an informational meeting with interested students and their parents was held at which the GMRCC representative introduced the program, expectations and fielded questions.

SOAR is collaborating with the new Boys & Girls Club of Brandon to meet the afterschool needs of area youth. To facilitate this, the SOAR program director is on the BGCB Steering Committee and the BGCRRC executive director is on the SOAR Steering Committee. The organizations collaborated on the development of summer programming, resulting in families being served for 6 weeks in the summer vs 3 weeks.

SOAR modified NOVA (Neshobe Otter Valley Alliance), an existing mentoring program, to align with the structure of the SOAR program. Otter Valley students completed interest forms and, after receiving training, began coming to the SOAR program in the Spring, 2009. Seven students, spread among the days of the week, were committed and came on a consistent basis. This program will continue in the fall with the goal of increasing the number of volunteers to encompass the other SOAR sites.

The SOAR Development Sub-Committee is comprised of a variety and number of community organizations and individual local leaders, each contributing their expertise and resources to sustaining the SOAR program. They are developing and executing fund raising plans including corporate/business sponsorships and an annual fundraising event.

Local, state and regional officials are kept informed about the SOAR program, including benefits, students served, etc. The SOAR program director has had specific conversations with the Brandon area state representative regarding the program.

#### **Rutland Southwest SU (Joe LaRosa)**

##### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The Director has:

- Attended administrative training programs

- Coordinated office of educational advancement.

- Up graded data collection system

- Attended several convention/training programs on after school program.

- Has completed site visits which have lead to revision of some of our procedure.

Administrative assistant and all sited clerical staff has received training in data collection and reporting.

Administrative assistant has been trained in data analysis.

##### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Some site directors attended staff meetings.

Meetings where held on a biweekly basis with principals.

Some of our after school programs included day staff.

Homework clubs where coordinated with student's needs in their regular classes.

Many programs where generated by day staff contributing to goals set in the day programs.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Our after school staff is invited to attend staff development programs provided by local boards.

Over 60% of our staff is employed by local boards and are required to meet staff development and certification goals set by day program.

Vermont Achievement staff is trained and certified by their organization.

Some principals provided staff development programs for our after school staff.

Some of our staff attended conferences in the subject area that they thought in the after school program.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that?**

Students are physically and emotionally safe in your program?

Every site has an emergency plan which was developed by our regional emergency team.

Centers have staff trained in CPR.

Principals are present at our sites 90% of the time and have worked on individual emergency plans.

Relevant emergency information is made available to site coordinator by local school and SU board.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Many of our programs are initiated by our students.

Increased enrollment in most areas. Total enrolment is up.

Increased retention over last year.

Increased request for expansion of services.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Our principals have helped with recruitment of students and staff.

Our programs were advertised in school newsletters, local papers and at PTO meetings.

School offered space and equipment.

After school staff was included in all school activities.

Principals visit the after school programs at least 70% of the time.

Some principals and board members have worked with students in the after school program.

Some boards have contributed dollars to the after school program.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We have recruited students by using assemblies and other students as recruiters.

We have brought in speakers and special programs to attract student into and remaining in the after school program.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Site directors were required to develop and submit a monthly calendar of activities.  
Principals evaluated programs and trained staff.  
Data from our new computerized data tracking system is used to evaluate the effectiveness of instruction.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Increased the number of summer offerings.  
Students were free to attend classes outside their local site.  
Flexible schedule.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Castleton State College  
Green Mountain College  
Community College of Vermont  
Vermont Achievement Center.  
Rotary Club  
Chamber of commerce.  
Numerous private organizations

**Rutland Windsor SU- Mt. Holly and Ludlow (PJ Pollard)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

This year the afterschool advisory board has met on at least a monthly basis to support the director in brainstorming program improvements, streamlining program policies and procedures.  
The Advisory Board helped draft the 21<sup>st</sup> C.C.L.C grant application.  
The district superintendent appeared before the select board several times before town meeting to support the program director's request for increased funding from the town.  
The program director's professional development this year included a one week grant writing class.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**  
Half of the daytime teaching staff works in the afterschool program.  
All of the school classrooms, the library, the kitchen, and grounds are shared by the afterschool program.

Both schools and their grounds are licensed by the State of Vermont as school age care facilities.

Daytime teachers and after school staff confer on a daily basis regarding specific student needs and school news.

School staff receives copies of all after school newsletters and schedules in their mailboxes or via email.

Principals and site coordinators talk face to face regularly.

The after school program employee and parent handbooks follow the same policies and procedures as the schools'.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

To retain our staff we devote a large part of budget to paying an attractive hourly rate commensurate with training and experience.

For core staff we prefer to hire personnel already employed at the site school.

Written job descriptions exist for site coordinators.

We are flexible in planning activities around staff schedules, interests, and expertise.

Staff is paid to attend conferences and workshops.

Staff involved in program planning and preparation are paid for their time.

Staff is trained in first aid and CPR.

All staff is required to be familiar with the state licensing regulations, and each receives a copy. Regulations and handbooks are at hand at all times should a question arise.

Site coordinators are in charge of staffing decisions at their sites.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program? Review of school emergency procedures with afterschool staff.**

Twice a year lockdown drills.

Four times a year evacuation drills

Programs follow all safety standards required by state licensing regulations.

Use of two way radios when groups are out of earshot of the Site Coordinator.

Staff members trained in first aid and CPR.

First aid kits are located in the kitchen and after school office area.

The after school program receives communications from the school nurse regarding student health such as allergies or medical conditions.

If necessary after school staff receives training in use of student medications or medical devices.

First aid kits are taken on all field trips.

Background checks and fingerprinting required for all instructors in the after school program.

Staff practices zero tolerance of negative or teasing language.

Conflict resolution and positive social relations are emphasized throughout the program in line with the philosophy of the site schools.

Staff model positive behaviors and communication both with each other and staff to student.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**



Session activities are deliberately planned to offer a balance of active and quiet activities. Activities are designed with different age groups and skill levels in mind.

Because the programs have low staff turnover rates, a high staff to student ratio and many attendees are return students from previous years, the staff is often able to tailor activities to specific student interests and abilities.

Activities are offered which build upon skills learned in previous sessions.

Student feedback on programs and program ideas are actively sought through personal conversation and twice annual surveys.

Field trips are developed to offer a balance of educational and recreational opportunities taking advantage of local resources students otherwise may not experience.

Surveys of attendees and their families indicate high satisfaction with programming.

In certain complex subject areas such as American Sign Language we offer introductory classes for all students and then a more in depth session for those students who wish to continue after the introductory period.

We often have to form more than one group to do an activity because of high student interest.

Students are eager and excited to join activities when they finish homework club.

Students are eager to share what they have done with the people who pick them up at the end of the day.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Daily communication with classroom teachers if necessary regarding specific students or current themes or units of study.

School secretary handles phone calls and queries for the program during daytime hours before program staff arrive.

Program operates under the same policies and procedures of the school day.

Rules of the school day are the same for after school.

Principals and superintendent are vital members of the advisory board.

Principals and superintendent appear before the school boards, the select boards, and fundraising groups on behalf of the after school programs.

Daytime staff and after school staff confer on space usage during after school time to avoid conflicts.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

After school enrollment forms and schedules are sent home to all students on the first day of school. Packets include fee information on the sliding scale and childcare subsidy applications.

Session schedules and enrollment forms are sent out every six weeks for the upcoming session.

Enrollment is on a rolling basis and students may enroll at any time.

Enrollment forms and current session information are available at all times in the schools' main offices.

The site coordinators contact information is included on all communications from the program.

Site coordinators work with the home-school liaison to promote attendance by at risk students.

Home-school liaison works with families to fill out subsidy forms or arrange for scholarships.

Enrollment numbers are limited by activity to promote quality instruction.

Families may enroll for the academic hour only.

No fee for the academic hour grades 2-6.

Families were surveyed for feedback on improvements to the afterschool schedule such as expanding hours and days of operation.

Feedback from families indicates satisfaction with implementation of expanded days and hours of operation.

The programs run as scheduled.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

The site coordinators work closely with staff to develop session schedules.

Site coordinators work with the program director and head of the recreation department to coordinate activities and schedules.

The R.W.S.U. After School Programs Advisory Board includes the superintendent, school principals, parents, community coalition head, law enforcement, and district head of special education, site coordinators, program director, and school board members. This board debates issues and discusses goals of the programs. These debates and discussions inform the planning and decisions which are made regarding program structure, content and spending.

The sites alternate planning of early release day field trips which happen monthly.

Teachers and instructors of the academic hour communicate student needs and academic goals to the site coordinator in order to place each student in the optimum learning environment. i.e. small group, 1:1, changing group dynamics by moving students into other groups or settings.

Instructors and staff are knowledgeable about the goals of our grants and the program overall.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Program activities are based on students' expressed interests and suitability within program objectives.

Students are formally surveyed, and informally questioned about what things they would like to do in the after school program.

Students with different learning needs and learning paces do well in the structure we use, within the structure of the program there is flexibility, in that we have the resources and the flexibility to change gears or activities based on things like the weather or the groups' composition or energy level.

Focus this year has been on providing choices for students with special needs at the Ludlow site. The advisory board has been proactive in examining sources of expertise and funding to provide activities which are inclusive. The program has offered yoga and folk dancing this school year.

Session schedules usually include three choices per day for the enrichment hour. Families are asked to guide their children in their choice of activity so that the parents are aware of all of the choices, and the students understand that once they sign up they are committed to that choice for the full session.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Black River Area Community Coalition (BRACC): Paid for the Site-Director to attend a four day CADCA conference.

BRACC provided Ludlow and Mt. Holly Programs with debit cards and \$5,000 to be used at the discretion of the site coordinators.

BRACC offered a public service announcement activity to grades 5 & 6.

BRACC provided expertise in grant writing.

Ted Stryhas Builders- In 2008-2009 this building company built an addition on the school at cost, which will be used as a greenhouse and art space by the after school program after its June 2009 opening.

Bowse Health Trust- Mount Holly School and the after school program received a grant which has expanded the gardens begun by the after school program, and has paid for programming in the after school program. The Bowse grant is a three year grant which will support healthy eating and will teach sustainability.

Mount Holly Garden Club- The club has donated time, expertise and materials to the school's ornamental and vegetable gardens.

Dairy Aire Farm of Mt.Holly has donated eggs and milk for two years for the cooking classes.

The Wooley family of Mt.Holly has donated and delivered composted manure for the gardens for two years.

The Mount Holly Library has suggested that the newly renovated community rooms be used for a weekly after school activity. This will be implemented in the summer of 2009.

For the first time Mt. Holly School After School Program attendees had access to programs offered by the Ludlow Recreation Department in 2008-2009. This is an ongoing partnership.

The Ludlow Recreation Department provided transportation for the Ludlow Afterschool Program, and for joint field trips between the afterschool sites.

**Springfield School District (Tami Stagner)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

An executive director has been hired to oversee all of the All-4-One Programs.

Site Coordinators have been hired to oversee each site and on site every day.

The licensed program and 21<sup>st</sup> CCLC have merged into one program, All-4-One.

Coordinated professional development regionally for strong training opportunities.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Employees of All-4-One are employees of the school district.

Streamlined behavior and discipline policies from school day to after school.

Shared space within the school both classroom and designated LEAP space.

All-4-One happenings in all school newsletters.

All-4-One folders on website.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

All staff must attend school orientation as well as All-4-One orientation to specific program.

All staff must meet license regulation and training requirements as well as STARS requirements for working within an accredited program.

We have four in-service days specific to All-4-One staff, May-Summer Training, September-Gearing up for School, October-Vermont Afterschool Conference and January-Keeping Me Sain and Going.

Most of the staff is achieving certificates this year through either the VT Afterschool Credential/Certificate Program and/or Director Credential.

All staff has an Individualized Professional Development Plan on file and updated yearly.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Staff has been First Aid and CPR trained.

Staff has been Crisis Prevention Intervention trained.

Staff integrate the school wide Bully Program and 1-2-3 Magic Training Programs.

School has integrated all All-4-One programs into their school wide safety plans.

All staff fingerprinted and background checked by the state.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

More students are signing up for a variety of club offerings.

We have been repeating clubs at same schools and offering new clubs at different schools on request of students and parents of past participants.

Parents interest in events, LIGHTS ON, Drama Performances, June 10<sup>th</sup> Celebration

\_\_\_ individual students out of 910 were served in grades K-8 for a total of % being served in one or more of the All-4-One programs.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Shared a variety of clubs to offer in the afterschool settings.

Volunteered as part of a club, chaperoned events, offered to cook/share snacks.

Local budget support with money for programs

School wide discipline issues handled together, fluid from planning room day to afterschool events, clubs. Communication is open and sought after.

Business office handles all fiscal aspect of accounting and expenditures.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Increased students contact hours with the addition of licensed before and after school programs.

Increased club offerings by surveying students needs/wants.

Daily fee is waived if there is any concern of ability to pay.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Executive Director went to site visits around the state for 21<sup>st</sup> CCLC.

Riverside Middle School is implementing a "Project Citizenship" Program for their summer students.

Staff involved in STARS and licensing updates yearly.

Staff that tutoring fill our goal/objective sheets with teachers for student outcome success.

All staff must meet license requirements for 6 training hours.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Offering of more program/club choices.

Homework is separated by grades so that conversations can happen and students can work together in small groups.

Small group tutoring with same objectives and goals in mind on a 1:1 or 1:2 basis.

We have a choice from day to day of either Homework or Club and students sign up on a 6-8 week basis.

Snack and free time have been incorporated into the beginning of their time afterschool as one large group with choice where to site during snack and free play options to follow.

Our homework for 2<sup>nd</sup> graders has been shorted to accommodate their time.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Howard Dean Technical Center-offered a variety of job training classes to eighth grade students

Springfield Plaza Bowl-Bowling Club at reduced rate

Dream on Curls Riding Center-Riding Lessons and Horse Care at reduced rate

Three River Valley Business Education Partnership-Professional Guidance

Win-Win Mentoring Collaborative-Mentoring Relationships, training

River Valley Transit-transportation to Tech Center for RMS students

Southern Vermont Recreation Center-Swimming Club at reduced rate

Springfield Parks and Recreation-Field use and free swimming in the summer

Vermont Foodbank-delivery of snack and reduced produce

Vermont Fish and Wildlife-Free Programs for kids to attend

Grafton Museum-Reduced rate and programming for schools

Springfield Schools-Shared space, copying, phone, heat, in-service training

Springfield Library-shared programming, books for programs  
Village Pizza-pizzas for parties, free delivery  
Springfield Fire and Ambulance-reduced training for First Aid, free programming opportunities  
30 +5 has worked with us to offer family snacks, programming and enrichment clubs for our middle school students and summer programs.

## **TLC- Twinfield and Cabot (Carrie Riker)**

### **4a. Afterschool Program Leadership.**

For the first time, a project director was hired for both sites. This was an attempt to change our leadership structure to allow us to operate as one unit located at two sites with shared and unique features. This vision was not adequately achieved for a variety of reasons. Steps are being taken to strengthen the position for 09-10 and have been specified in the Action Plan submitted to Holly Morehouse.

### **4b. Linkages to the School Day**

Shared staff: Faculty served as leaders for specific activities/programs at each school.

Space: Schools provided designated office space, storage space, multiple program spaces, and full access to facilities and school resources.

Curriculum & Instructional methods: Programs embraced each school's core philosophy. TLC is part of the Action Plans at both schools. Faculty provided consultation regarding instructional methods for academic areas. Guidance personnel provided regular consultation regarding behavior challenges and other issues.

Leadership support: At TUS, an administrator served on the TLC Steering Committee and acted as a liaison to School Board. Supervisory Union District office provided support and oversight regarding governance and financial record keeping.

Training: Afterschool staff participated in selected faculty in-service days. Mandated reporter training at TUS incorporated staff from other programs at the school.

### **4c. High-Quality Staff.**

Recruitment: Faculty were recruited to serve as activity leaders at each site. Qualified individuals from the community were also hired.

Training & Professional Development: Training opportunities were offered to all staff. Regular staff meetings provided time for informal training as needed. A comprehensive staff manual was provided to all staff. Staff were informed of professional development opportunities available through afterschool networks and other outlets, plus provided funds and time to attend trainings.

Retention: The self-evaluation and feedback process encourages positive reflection, goal setting, and concrete follow-up. Regular staff meetings provided interpersonal support, shared ownership, continual feedback, and team strengthening.

Salaries: For positions requiring teacher certification, salaries are aligned with the school's salary schedule. Returning staff at TUS received a 3% raise as noted in our personnel policies.

### **4d. Safe and Appropriate Environment**

Emergency protocols and safety procedures were in place and communicated during staff training and in the staff manual. All staff will receive Epi-pen training and First Aid/CPR.

Walkie-talkies or other communication tools were used daily. Spaces used were checked for safety and First Aid kits were regularly stocked and accessible.

Guidance counselors, classroom teachers, and afterschool staff regularly communicated regarding children of concern, to share information and strategies. Strategies will be in place so that each student feels physically and emotionally safe in the program.

All policies and procedures were communicated using a Parent Handbook.

Sign in/out procedures were used. Attendance records and registration forms with emergency contact information were on-site at all times. Staff followed up on unexpected absentees.

#### **4e. High Interest Programming**

A variety of programs were offered each day at each age level, including different activities during different seasons and a variety of inside and outside options.

Written feedback/evaluations was conducted with parents and faculty and used to inform future programming. Student feedback was solicited through dialogue and surveys regarding individual activities, general program feedback, and ideas for new activities/programs.

Activities and program spaces allowed for students to request individual quiet time as needed.

#### **4f. School Leadership Support**

At TUS, an administrator served on the TLC Steering Committee and acted as a liaison to the School Board.

At TUS, elementary Teacher Leader participated in TLC as Math Club instructor and is an outspoken advocate for TLC; collaborates with TLC to sponsor Family Math Night. The secondary Teacher Leader leads Reading Club.

At Cabot, a middle school and high school teacher work as site directors and teachers within the program. They attend weekly staff meetings with regular school day teachers.

School administrators met regularly with lead teachers at both sites. They also were part of the WNESU leadership team that created an Action Plan for next year.

Supervisory Union District office provided support and oversight regarding governance and financial record keeping. School personnel provided technical support and training as needed, as well as access to school's technology equipment.

#### **4g. Regular Attendees**

Age-appropriate activities were organized so that students can sign up for a regular weekly schedule throughout the year or select specific activities/programs to join. Program offerings matched the school calendar and were of high-interest. Daily activities included time for a nutritious snack, recess/down time, homework, and enrichment activities.

Activities varied throughout the year, with monthly schedules advertised through school/classroom newsletters, parent updates and posters. Group size was limited and waiting lists created for popular offerings.

Parents were contacted every time a student does not attend on a scheduled day to insure safety, as well as to stay connected and get feedback about program.

A consistent core staff supplemented by outside instructors fostered strong relationships between regular attendees and instructors.

Sites offered before school activities when possible.

#### **4h. Instructional Leadership**

Offerings were aligned with program goals. Staff had paid planning time.

Regular staff meetings provided a forum for discussing instructional issues and goal setting. A proposal form was used for outside individuals who were interested leading activities.

**4i. Flexible Structures and Student Choice.**

Students were able to choose daily activities from a variety of options (choices within choices). Some activities fostered regular participation over a span of weekly sessions, while others allowed children to move in and out easily.

High interest programming was offered.

**4j. Community Partnerships.**

Both programs have a variety of community partnerships. Please refer to the partnership section of PPICS for full information on this element of High Quality Programming.

**UNITED CHURCH OF NEWPORT (JEANE KADMIRI AND DIANNE PETTENGILL)**

<p>4a. <b><u>Afterschool Program Leadership</u></b> – What actions have you taken this year to strengthen the afterschool program director’s position?</p>	<p>Given more responsibility to ASP Director for operations of the Afterschool Program Afterschool Program Director attends all State meetings and is a part of State Team on staffing Two meetings per month for two hours – Program Coordinator and Afterschool Program Director Afterschool Program Director increased hours from 15 hour per week to 28 hours per week Program Coordinator remains at 10 hours per week Involved Afterschool Program Director in data collection Afterschool Program Director attends Community Partnership Meetings one time per month</p>
<p>4b. <b><u>Linkage to the School Day</u></b> – In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages.</p>	<p>Program Coordinator is member of school faculty Program Coordinator meets two times per week with School Principal Afterschool Program Director has an office in the school and works in the school 4-5 hours of the school day Afterschool Program Director communicates on a daily basis with classroom teachers regarding individual student needs, behavior and management concerns for individual students, and daily student planning. Afterschool Program Director aligns enrichment activities with curriculum</p>



	<p>taught during the school day</p> <p>Program Coordinator sits on IEP, EST, 504 , and Treatment Teams. This allows the Coordinator to share with Director “need to know” information on students that will assist in making their program time meaningful</p> <p>Use of Individual Student Data Sheets. The data sheets outline testing scores, report card scores, and services received during the school day. This information helps in group development and activity planning</p> <p>Policies and Procedures of the Program mirror those of the School.</p> <p>Free use of space in the school building</p> <p>Grants are submitted based on the school action plan</p> <p>Programs are planned based on the school action plan</p> <p>Responsive Classroom is used in the summer program</p> <p>Skills of conflict resolution used in the school day are used in the program</p> <p>The school model of behavior management is followed in the Afterschool Program</p> <p>Seven – Ten teachers work regularly in the various out of school programs</p> <p>The school board chair, the school principal , and a teacher maintain a seat on the Out of School Board.</p> <p>Teachers input into afterschool program planning</p> <p>Health reports, NECAP, DRA, and POA tests results are used to direct programming in Out of School Time.</p> <p>Program Coordinator attends all school trainings and uses the information gained at bi-weekly staff trainings. The primary teachers were trained in the new FELS model. This information was used for Program staff training.</p>
<p><b>4c. <u>High-Quality Staff</u></b> – What steps have you taken to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?</p>	<p>Our ASP Director wants to work part-time. We increased the hours to 28 hrs as a compromise. We are sensitive to her obligations outside of the program and also recognize the need to have a full-time ASP Director. By meeting her needs, we are more apt to retain her commitment to the program.</p>

	<p>Teachers in our school have a great deal of freedom in creating out of school time learning for children. We will set the perimeters of what needs to be done – reinforce math/reading skills, meet one time per week for 12 weeks, share your lesson plans – the teachers can then tell us when they would like to teach, what they would like to do, and how they will assess their work within those perimeters. This helps us recruit and retain teachers. We have a core of 7-10 teachers that are very committed to the Program. In addition, when a teacher “volunteers” time, we offer, under contracted services, a very small monetary thank you. This lets them know we appreciate their work and time. In two cases, this has lead to teachers committing to teaching a program</p> <p>The reputation of our Summer Program is our recruiting and retaining tool. Out of a Program staff of 25, our turnover was two. We could not hire two people who had worked for us before. This year we 30 inquires regarding summer employment.</p> <p>Before each Program begins, we conduct a full day, full staff training. Nuts and bolts of the program are explained, training in a teaching technique (literature circles – math games) are given, and planning time in multi-role groups are structured. Giving the full staff time to input into the Programming is essential for staff ownership and commitment to activities. Our</p> <p>Group Leader Assistants often have a special talent (Dance, Acrobats, Music, Art) and we offer them opportunities to plan and implement activities.</p> <p>Specific Trainings have been in: FELS, Responsive Classroom, Literature Circles, Math Instruction, Science Instruction, and using the Social Skills Training Program-behavior management. CPR Training and CPI Training have been conducted for directors.</p> <p>The trainings we implement matched either an expressed need from Program Staff or matched the Programming we were</p>
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	<p>implementing for the year – i.e. direct math instruction, understanding the developmental needs of children, and teaching skills that children need to self-manage and be a cooperative member of a group. Most of the teachers in our building use the Responsive Classroom. The Program focuses on building a culture of respect and tolerance. We use the Program in the Summer as it correlates with the school and it assist us in meeting one of our program objects.</p> <p>In ASP we encourage all staff members to take leadership roles – teaching in a club, implementing a new program – we offer the model for implementation of a new idea.</p> <p>For all Staff, we encourage FUN and Connections. Connections with the children and connections with each other. We plan weekly fun events – ice cream parties, trips to the park, staff treats, staff get-togethers.</p> <p>At every staff meeting, we reiterate the purpose and mission of our program. We repeatedly talk about why we come each day and what each staff member brings to the program. Their value and worth is important.</p> <p>Staff evaluations are conducted one time per year. If needed, staff support and assistance is given on a need basis. For example, one of our ASP staff members didn't understand how the fourth grade was doing math – we changed her group and a classroom teacher spent time with her explaining the math process</p> <p>We offer flexibility to staff. If they need time off for an appt. we accommodate this. By doing this, we don't have a high rate of absenteeism from the staff.</p> <p>We hire enough staff so there are manageable adult to student ratios – we have 1:5 or 1:6 ratio. This makes the job manageable.</p> <p>Each Program that the staff participate in – i.e. Afterschool Program and then Summer Program, they get a small pay increase. Each year the staff works with us, they get a pay increase. Staff are compensated for</p>
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<p><b>4d. <u>Safe and Appropriate Environment</u></b> – what actions have you taken this year to ensure that students are physically and emotionally safe in your program?</p>	<p>additional activities they take on.</p> <p>Follow state guidelines for Licensed Child Care</p> <p>Follow school policies and procedures for behavior management, weapons, threatening behaviors/bullying and harassment, playground rules, and lock-down and fire drills.</p> <p>All staff have background checks and wear an identification badge</p> <p>Directors are trained in CPI and CPR</p> <p>Skills are taught – Social Skill Training/Conflict Resolution for self-regulation</p> <p>Immediate response to any risk of harm situation</p> <p>Support of school administration in ensuring student safety</p> <p>Community members teach about safety – Nancy Rae from NC Hospital, Royce Lancaster from Police, Border Patrol is present one time per week – talks about personal safety and responsibility</p> <p>Program Coordinator on-site everyday to manage escalated situations – guidance room used for an alternative environment for children who need a smaller space</p>
<p><b>4e. <u>High Interest Programming</u></b> – What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?</p>	<p>Attendance –our daily attendance is consistent</p> <p>Behavior – our incidents of behavior problems are minimal – the assumption is, when children are engaged in activity, they are less likely to use inappropriate behaviors</p> <p>Student Response Form – Students sign up for what they want to do. When children can chose what they want to do, they are more apt to be actively involved. When we had our Talent Show, the students identified their talents; some were a little wacky, but the students stayed involved and had a finished project.</p> <p>Project completion – When children are interested in what they are doing, they finish their work</p> <p>Although children complain about homework, each day every ASP child begins their day with their work done – survey questions reveal that this is</p>

	<p>important to each child. It may not be high interest at the time, but the confidence in starting the day is of interest. Teachers report homework done for ASP children each day. Data indicates all program children met report card standards in responsibility to work.</p>
<p><b>4f. <u>School Leadership Support</u></b> – What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program.</p>	<p>The Principal and School Board Chair maintain a seat on our Out of School Board</p> <p>The Principal allocated Title Fund Money to us - \$7,000</p> <p>The Principal pays all bus transportation – gas, driver, and bus aide</p> <p>The Principal allowed us to use the third bus each week to transport the children to IROC</p> <p>The Principal allows the Program Coordinator time in the day, when needed, to work on Program planning, implementation or evaluation</p> <p>The Superintendent allocated stimulus money \$5700 to us for tutoring</p> <p>The Curriculum Coordinator offered us the opportunity to submit a special tobacco grant \$2000</p> <p>The Curriculum Coordinator offered us the opportunity to submit a title's grant for Responsive Classroom Training</p> <p>EPSDT monies - \$7000 were allocated for Out of School Programming</p> <p>The School Board invites us two times per year to talk with them about Out of School Programming</p> <p>School Space was made available (even with summer cleaning) for Summer Program at the school in the morning this year.</p> <p>When a Department of Education Team visited our school this year, all faculty and staff emphasized the importance of Out of School Time Programming for our children.</p> <p>The Principal meets at least once a week with Program Coordinator to discuss any “need to know” concerns</p> <p>The Principal guides the Coordinator through new learning experiences – i.e. managing the old bookkeeper</p> <p>The Principal includes an update to the City Council at Town Meeting about the Out of</p>

	School Program
<p><b>4g. <u>Regular Attendees</u></b> – What have you done this year to encourage and support regular participation among students.</p>	<p>Kept the Program consistent          Provide programming that meets the needs of children first, families, and teachers.          Have on-going enrollment          Given students choice – club formation, club participation          Provide direct instruction during the summer months          Provide weekly news letters to families          Our enrollment is always consistent – this is because we meet a community need of providing high quality care at the school during out of school hours.          We find many sources of funds so that hounding families about fees do not dominate what we do. We began this year with a request list – Donation amounts, supply contribution, scholarships, time contributions, and assistance in filling out child care forms.</p>
<p><b>4g. <u>Instructional Leadership</u></b> – What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcome?</p>	<p>All staff had to participate in program training          All staff were required to fill out weekly lesson plan sheets – identified the Program goals, the activity goals to help met the Program goals, the activity, the assessment and the outcomes for students. This information is kept in a Program Binder. The Program Director reviews this information weekly and asks for clarification when needed.</p>
<p><b>4i. <u>Flexible Structure and Student Choice</u></b> – What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?</p>	<p>Students fill out an information sheet and tell us what they would like to do and what they are good at doing. This is done at the beginning of the year and we use that information for program planning. When we were planning dance, we used 2 of our older grade students to help the instructor plan the activities.          Our students, for the most part, are group by age. We structure our daily programming around the age groups. For example, when Jason does Adventure-based learning, he has a k-3 group and a 4-6 group. In the summer, when we plan math instruction, children are grouped both by age and ability. The instructor has this</p>

	<p>knowledge from the classroom teacher or Coordinator and plans are made according to ability.</p> <p>We use our space wisely. Some children need small group and quietness to learn. We have space and staff to accommodate this need.</p> <p>Most of our Program children are in the Program for 3-6 years. Most of our staff is consistent year to year. The staff know the children and have formed relationships with them. That helps in accommodating their learning and social needs</p>
<p><b>4j. <u>Community Partnerships</u></b>- Who are the people that you partner with and what are the outcomes of your work together this year?</p>	<p>United Church of Newport</p> <ul style="list-style-type: none"> <li>-Hiring new bookkeeper</li> <li>-Two comprehensive audits</li> <li>-Continued financial accounting</li> </ul> <p>Newport Recreation Department</p>

**Washington County Youth Services Bureau- Barre CityScape (Georgie Stapleton and Nick Bradford)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

New job descriptions: After School Coordinator, Cityscape Coordinator

Revisiting advisory council: Advisory council is now a combination of those teaching afterschool, community members and a parent. Next year monthly meeting it will be community member, parent, all those teaching (they will stay longer for a staff like meeting- it will be mandatory), principal, curriculum director, police person. This years has felt too scattered, not supportive enough and without the leadership of the school. The "facilitators" do not have a chance to get together and work on programmatic issues.

More teacher involvement: From 9 last year to 14 this year, teachers who are involved in the afterschool program.

Collaboration: The school staff and our staff are working well together.

Division of labor: With the new job descriptions one is able to fully concentrate on programs while the other takes care of the "administrative" business.

On site supervision: The Program coordinator is available for onsite supervision and day to day operations.

New director: He has been able to bring in new energy and ideas as well as be there more regularly.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Integrating curriculum and professional development: We are offering a school wide training as well as other trainings for staff development.

Presence in lunch room and school day mentoring: We make ourselves available during lunch, so that youth can ask questions, get to know us and feel more comfortable with who they will see after school. We donate time to the schools mentoring program, again so that youth can feel more of a connection to us.

Class room space: All space is classroom; teachers are allowing us to use their space.

Nutrition and fitness are a part of the school wide goals. Many of the nutrition programs fit nicely into 21<sup>st</sup> Century goals.

Health advisory council presence: We have had a presence on this board. We are able to support them in an effort to make a calendar to teach safety, nutritional facts and promote healthy behaviors.

Youth advisory council: We recently put together a Youth Advisory Council, so that students could make decisions about activities for after school.

BCEMS teachers are leading after school programming. They are a great resource for connection.

School provides a late bus, 4pm.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Offered staff trainings with credits: Staff participated in a food Works Course and was given a credit for attending. We did this because of the schools continued goal toward promoting healthier life styles for their students. The school wide goal is that nutrition is taught in all subjects and is part of the curriculum. The second half of this class is the staff of Two Rivers is available to teachers, (during the school day) for “practical” hands on professional development.

Brain Gym training offered. The idea that physical movement added to the school day aids in learning.

Staff went to learn more about the newest in offering Physical Activities to promote health.

Alliance For Health & Physical Education, Recreation and Dance

The School Nurse went to Harvard to “Treating Students in grades 6-12”. Helping to Optimize School Performance.

Recruiting community partners: The AmeriCorps Staff was able to get a few more community members on board, neighbor to neighbor, New Directions for Barre, to name two.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Offered project Alert: Through New Directions in Barre, this curriculum was offered.

More on site supervision: More availability of CityScape staff to give on site supervision  
Better student/teacher ratio

Good relationship with Guidance: Able to offer some of the programming students were asking for.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student participation up

Offered more programs

Integrating leadership/self awareness to programs



Transition (moving to the high school) groups  
Evaluation filled out at the end of the year  
Youth advisory council  
All youth finished programs  
End of the year dinner  
Programming continued. Robotics, Cooking, Mountain Biking

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

Made a connection with curriculum director around professional development  
Interest in attending the advisory council  
Literacy Coordinator joined Advisory Council.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Created the 7<sup>th</sup> and 8<sup>th</sup> graders as “clubs” to encourage more participation  
Youth advisory council  
Turned many of the most regularly attended programs into clubs, i.e.: girls work out club  
Better student staff ratio, more attention

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Evaluation at the end of the year  
Gave them an hour prep time built into the pay scale  
Student needed to finish the program

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

We separate groups into 5 & 6, 7 & 8.  
After school Monday- Friday, school breaks and summer all at different time to accommodate many schedules  
Late bus  
Student Advisory Council  
Homework help split up 5 & 6, 7 & 8, individual homework help, mentoring  
Learning through activities, hands on, experiential to physical movement.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

New Directions Of Barre: Offered an After School Program  
Two Rivers Food Works: Offered an adult class, which has translated to new ideas in curriculums for classrooms and After School

Barre Recreational Department; Use of all there space and equipment when needed.  
Municipal departments and infrastructure allowed youth to see how they operated.

## **Wings Community Programs (Lynne Feal-Staub)**

### **4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The Project Director's position was increased to 32 hours per week to better reflect the workload associated with the management of the five sites in existence at the beginning of the 2008-09 school and the expansion into the local high school.

The Project Director was supported by the Wings Advisory Board to take an active leadership role at the state level in joining the grant-writing team for a proposal to the C.S. Mott Foundation for a statewide network to support afterschool.

### **4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Wings utilizes school-day faculty and staff in many roles within the afterschool programs. Site Coordinators at four of the five *current* Wings sites within this proposal are teachers or school staff members within the school in which they oversee afterschool programming. Stamford School will be overseen by a partnering team of a two school-day teachers. Between 40% and 94%, depending upon the individual site, of the school-day staff are involved in Wings programming at the school in which they are employed; Wings has identified a minimum target rate of 50%.

Homework Clubs and tutoring services at all Wings sites are staffed by teachers or paraeducators.

Wings nurtures connections to the school-day and school personnel seek out connections with afterschool.

Wings Program Leaders work to tie afterschool program content to the school-day and vice versa (examples include a Digital Photography Program Leader who used the afterschool group to become "photojournalists" for in-school events, and the Halifax teacher who routinely structures in-school writing assignments around the happenings within afterschool). Homework assistance and tutoring services are directly tied to school-day academics. Wings' Project Director and Site Coordinators attend school faculty meetings, inservices, and other school team meetings and regularly bring afterschool into the conversation at these forums.

Wings' Site Coordinators meet regularly with the school principal.

Wings' Project Director meets regularly with the WSSU Superintendent, at least yearly with the WSSU Administrative Council, and reports annually to each school board.

Wings and the school system share resources, policies, and information.

Wings programming takes place within all areas of the school; including classrooms, cafeterias, gymnasiums, libraries, and computer labs. All Wings schools have opened up nearly the entire school for afterschool programming and support from office and custodial staff exists at all Wings sites.

Wings Site Coordinators regularly communicate with school-day personnel about issues and opportunities within the afterschool program.

Wings' policies, whenever possible, mimic (or are embedded within) the school policy in order to provide consistency between school-day and afterschool programming.

Wings is linked to the schoolwide Title I plans at D.V.E.S. and Whitingham Elementary/T.V.M.S.

Wings utilizes school communication systems (i.e. newsletters and websites) to disseminate Wings-related information.

Wings receives support from the schools in which it operates.

The Whitingham Elementary/Twin Valley Middle School Principal sits on the Wings Advisory Board and acts as a liaison between the Wings Advisory Board and the WSSU Administrative Council.

Wings receives financial support from the school budget at every school with Wings programming.

Wings has partnered with two schools in developing joint programming aimed at transitioning students from elementary to middle school.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Wings actively seeks out highly qualified staff to work within afterschool programs.

Wings' Project Director holds a masters degree and attends professional development opportunities on a regular basis. Wings' Project Director has led many state-wide afterschool trainings.

Wings' site coordinators are teachers or staff from within the school, or community members with strong ties to the school community. School principals are active participants in the process of hiring site coordinators.

Wings actively recruits teachers and paraeducators from within the school system, balanced with community members with significant expertise in the area in which they propose programming, to lead afterschool programs.

Wings provides support and oversight for all staff members.

Wings' Policies and Procedures manual outlines information needed for site coordinators.

A Program Leader Packet, outlining clear expectations, is distributed to all potential program leaders and tutors. (Both the Policies and Procedures Manual, and Program Leader Packet, are available for viewing on-line at the VT-DOE wiki:

[http://vermontafterschool.pbwiki.com/Wings-Community-Programs-Resources.\)](http://vermontafterschool.pbwiki.com/Wings-Community-Programs-Resources.)

Written job descriptions exist for all Wings positions and are reviewed annually (see Attachment J).

Monthly site coordinator meetings allows site coordinators to exchange resources.

Wings supports site coordinators, and program leaders who work with Wings in an on-going manner, to attend professional development opportunities.

Wings offers local trainings, delivered by exemplary program leaders, in an effort to train others to replicate high-quality programs.

Wings actively works towards retaining qualified staff.

Wings encourages afterschool staff to "teach their passion" in an effort to match staff with their interest area.

Wings' salary schedule provides competitive compensation for afterschool employment.

Wings publicly recognizes staff in an effort to show appreciation and recruit new program leaders.

Wings' efforts towards supporting and retaining high-quality staff has resulted in little turn-over within the site coordinator positions and a high rate of return for program leaders.

Professional development trainings attended:

21<sup>st</sup> Century Community Learning Program Directors Centers Summer Retreat

Vermont Department of Education

August 2008

Attended by Project Director

Purpose: To share information with colleagues and continue working with the High School Afterschool group.

Vermont Afterschool Conference

Vermont Department of Education, Vermont School Age Care Network (VSACN), and

Vermont Out of School Time Network (VOOST)

October 2008

Attended by Project Director and four site coordinators

Purpose: To present workshops around sustainability (Project Director) and acquire information pertinent to afterschool programming.

Lego Engineering Conference for Mindstorms Education NXT and Robolab

October 2008

Attended by Halifax Site Coordinator and one program leader

Purpose: To continue training around Lego robotics programming.

Circus Yoga – Level II Training

October 2008

Attended by one program leader

Purpose: To obtain information necessary to become level II certified within the Circus Yoga program.

High School Afterschool work session

November 2008

Attended by Project Director

Purpose: To continue year-long work with the High School Afterschool work group.

Secondary School Transformation: A New Way

Vermont Department of Education

November 2008

Attended by Project Director

Purpose: To obtain information around secondary transformation initiatives.

Drug and Alcohol Prevention Training

Deerfield Valley Community Partnership (DVCP)

January 2009

Attended by Whitingham Site Coordinator and Twin Valley High School Academic Coordinator

Purpose: Fulfills requirement of Act 51 training mandated of all teachers.

21<sup>st</sup> Century Community Learning Centers Program Statewide Meeting

Vermont Department of Education

February 2009

Attended by Project Director

Purpose: To report out on progress within the High School Afterschool work group and acquire information about the work being done by other work groups across the state.

High School Afterschool site visits

April 2009

Attended by Project Director and Twin Valley High School Academic Coordinator

Purpose: To visit exemplary high school afterschool programs in Massachusetts.

Working with Youth Conference

May 2009

Attended by Readsboro and Whitingham/TVMS Site Coordinator

Purpose: To acquire information pertinent to afterschool programming.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Wings has clear safety procedures in place.

Wings aligns afterschool safety procedures with the school-day procedures whenever possible in an effort to have a consistent environment that is both physically and emotionally safe for all students.

Wings develops safety procedures for areas that can not be aligned to school-day procedures (i.e. check-in/check-out procedure, after-school field trip procedure, etc.).

Discipline policies for afterschool focus on maintaining a safe and respectful environment for all students and help ensure that Wings is a place with high expectations and a positive atmosphere.

First aid kits are available at all sites in the event that the nurse's office can not be accessed quickly. First aid kits are re-supplied on an as-needed basis, and completely re-stocked annually.

In 2007, Wings hired a safety consultant to work towards ensuring that all VT DOE safety guidelines were being followed at each Wings site.

Wings' Safety Consultant meets regularly with site coordinators and school principals to trouble-shoot safety related issues.

Wings ensures that all staff meet basic safety expectations.

Wings utilizes the WSSU criminal background check protocol for screening potential employees.

Wings mandates that all site coordinators acquire first aid and CPR certification and provides financial support for certification to program leaders who work for Wings on a regular basis.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Wings' model for programming is intentionally designed to engage students.

Students sign up for programs based on individual interests.

Program leaders are recruited based upon their passion or interest in leading a particular program resulting in dynamic program offerings.

A wide-variety of programs are offered at each site throughout the year allowing each student to explore new things and find their own passion.

Programs with sustained student interest will often be continued into the next program session so as to allow students to continue exploration at a deeper level.

Critical thinking, problem-solving, creativity, and innovation are stressed in program development.

Evaluation results speak to the success Wings has seen in developing high-interest programming.

Student participation at Wings sites ranges from 89 – 95% of the entire student body participating in at least one Wings program!

Participation rates for specific programs often point to the increased interest level among students as programs become ingrained into what they have come to expect on an annual basis (i.e. the Iron Chef program at T.V.M.S. has grown from 20 participants in 2007-08 to 45 this year).

Wings, in collaboration with VTDOE, developed an engagement tool to measure student engagement within its summer program. 71% of summer program attendees displayed medium to high levels of engagement.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The Windham Southwest Supervisory Union Superintendent directly supervises Wings' Project Director.

The WSSU Assistant Superintendent has agreed to sit on the Wings Advisory Board starting June 1, 2009.

Principals at each Wings site meet regularly with the site coordinator at the site and the Stamford School Principal was an active member of the grant-writing team that include an expansion to bring afterschool programs to Stamford.

Administrator at Deerfield Valley Elementary School and Whitingham Elementary/Twin Valley Middle School took active roles as program leaders, and principals at other Wings sites volunteered at various Wings events.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Wings' program model encourages regular attendance.

Students sign-up for six weeks of programming, drop-in participation is not permissible in any program other than homework club at Twin Valley Middle School. This system creates student commitment and buy-in from parents.

Students sign up for programs based upon individual interests and choose programs connected to their passions and aspirations.

Programs that prove particularly successful in capturing student interest are continued to allow deeper exploration of the program's content to occur.

Programs are typically split by grade levels (K-2, 3-5, 6-8) to create developmentally-appropriate learning environments.

Program offerings have increased at schools in which regular attendance was being hampered by program space constraints; waiting lists occur much less often than when Wings began offering break-out programs.

Wings fee structure allows families to contribute what they can afford and encourages regular attendance regardless of ability to pay.

Wings serves between 25% and 56% of students on a regular basis, depending upon the individual site.

Wings utilizes various recruitment efforts to ensure that all students are encouraged to attend. School-day personnel leading programs often recruit students based upon known interest or ability in the program offering.

Tutoring services are set up by the school-day teacher, and parents are contacted directly by the teacher to set up tutoring opportunities.

Program demonstrations during all-school assemblies are used as a recruitment tool for new programs that students may not be familiar with (the most recent example was a Tai Chi demonstration that took place at Twin Valley Middle School to introduce students to this offering).

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Wings requires all programs to be intentionally designed.

Program proposals outlining the scope of the program are required for all Wings programs.

Wings' program proposal requires potential program leaders to identify the goals and objectives, links to learning, and Vermont standards or grade expectations addressed.

Wings provides support to program leaders.

Site coordinators work with program leaders to embed academic content into all programs.

Program leaders who offer programs throughout the year, and/or offer programs in multiple sites, are supported in professional development opportunities.

Local trainings are organized to bring program curricula to program leaders who need additional support.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Wings offers a wide-variety of programs to ensure there is something for everyone and supports all students in accessing programs.

Programs are balanced between academic, enrichment, and physical/wellness at all Wings sites.

Programs are open to, and well utilized by, home schooled students within the community which speaks directly to the appealing choices available at all sites.

Students with special needs are supported in afterschool through various means, including one-on-one support when appropriate.



Homework assistance at Twin Valley Middle School is provided on a drop-in basis to allow middle school students flexibility around when they need academic assistance.

Efforts are continuously made to incorporate programs generated by student interest.

All site coordinators hold informal meetings with students on a regular basis to solicit ideas for potential programs and/or program leaders.

Wings is currently working to incorporate the student advisory model developed at Twin Valley High School into Twin Valley Middle School's operation to ensure that student voice is a key component in program development.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

Deerfield Valley Community Partnership (DVCP)

Collaborated around programming at Twin Valley High School (TVHS).  
DVCP Coordinator acted as co-site coordinator at TVHS.

Whitingham Free Library

Expansion of Wings' Summer Program (Friday programming) offered through the Whitingham Free Library.  
Book Clubs offered as a component of afterschool programs at Whitingham Elementary and Halifax School through the Whitingham Free Library.

4 – H

4-H programming at Readsboro Central School offered through a new collaboration with the local 4-H program.

Deerfield Valley Health Care Volunteers (DVHCV)

Funding accepted on behalf on Wings through the DVHCV due to the 501(c)(3) status necessary for acceptance of the donation.

**Windsor State Street School (Laurie Adams)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

The program director took a math assessment course last year taught by the school math specialist along with 12 other teachers and she learned what the grade level expectations were as well as how to assess needs and supplement learning. This was a great link to the school day teachers and their buy in to the program. Regular meetings and updates in information and strategies continue to take place with this group and the math specialist teaches a Math NECAP enrichment class that had great results this year.

This year the program director took two college courses Educational Psychology and Literacy for

Children and attended the 21c Annual Retreat and VT Afterschool Conference joining a workgroup that is researching high quality programming.

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

There are many strong linkages to the school day. The BTGLC program uses the same rules, behavior plans, teaching techniques and emergency procedures as the school and is written into the school action plan. There is an open invitation from the school for the program staff to attend all meeting, trainings and professional development opportunities offered to the school day staff and attendance is encouraged by both parties.

School day teachers are involved in the program through the enrichment offerings and through the targeted assistance for students.

The staff is largely para-educators and school substitutes (several with teaching degrees) that have connections/familiarity with the school.

Program staff has space within the school for storage, computers, and programming.

The computer lab is available on a weekly basis as well as the gymnasium.

The physical education teacher lets the program use her equipment and led some enrichment classes like rowing and snowshoeing.

The program benefits from the support and involvement of the school's math and reading specialists.

Making sure students are reading books at their appropriate level aloud to afterschool staff; stressing the importance of reading aloud everyday.

The superintendent actively supports the program, meets with the director, and considers the program to be a vital support for students.

The principal actively supports the program, meets with the director, and considers the program to be an important asset for students. He has enrolled his 2 children in the summer program for the past 2 years and they loved it.

Students using class writing logs in afterschool to expand on their writing/editing skills.

Staff use common language to problem solve.

The school-wide skill-building plan is used after school.

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

The program director and three other staff members who work with k-3 students attended a literacy training program with the faculty at the teacher in-service day so that the program staff can supplement what the k-3 teachers are doing during the day in literacy. The director will be informed of further trainings that will be offered that would be of benefit for the staff to participate in. All of the staff members are school day teachers of para-educators and they receive frequent trainings from the school during inservice days. The Springfield Area Parent Child Center offers free professional development opportunities to our staff because we are a licensed childcare center. The staff have participated in several of these opportunities and the program has benefited from them especially the Nature and Science training which gave them training incorporating hands on science for kids.

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

The program follows the school safety and action plans. The majority of the staff (except subs) are school day employees so this plan is familiar to them as well as to the students and the parents. The emergency evacuation meeting spot is the same as the school's also. The school behavior policies and expectations including 0% tolerance for bullying, and expectations of respect for all are followed. State childcare licensing guidelines for safety, which include posting emergency numbers by the phone, health and immunization records, signed medical treatment consent forms and parent/guardian authorized pick up lists are followed as well. Regular communication with the school guidance and mental health counselors along with sensitivity to student needs and embedded social skill building help ensure that the students are emotionally safe.

*This year*, several more of our staff members completed CPR/AED, First Aid, and EPI Pen training, so that nearly all of our staff members are proficient in these areas.

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

Student, staff, parental and teacher surveys and input as well as academic need are what drive the programming that is offered. The children are grouped according to their age and age appropriate things are offered to each group. It was noted in our state site visit report that the daily schedule is balanced with choice time, snack, homework help and enrichment activities which is a goal of ours but it was also recommended that we consider a parallel program for the older students and expand giving them their own space. We did a group survey to find out their interests and preferences and gave them their own space. Since then the number of older students regularly attending has increased and the numbers have stayed up. The survey of this group showed that they were happy with their offerings. The feedback was up lifting and positive. There is one 8<sup>th</sup> grader and one 9<sup>th</sup> grader who have attended our program since it's beginning that still come over from the Junior High to do homework and hang out. They help the 4-6<sup>th</sup> graders with their homework when they are done with theirs. This mentor type relationship is beneficial to both them and us.

Positive student, staff, parent and teacher feedback as well as rising attendance numbers indicate that our programming is of high interest. Many of the children in each age group (k-1, 2<sup>nd</sup> & 3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>) are upset when their parents come early to pick them up. Some of them ask their parents to stay or to come back later and they do. Programming is also mindful of keeping a balance of gender and socioeconomic balance.

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

The superintendent and the principal connect with the director on a regular and ongoing basis gathering and giving information and feedback on how the program is doing and provide supervision and support to the director. An advisory team is in place which includes the superintendent, principal, guidance counselor. The advisory team oversees the director and reviews program and enrichment proposals and offerings, existing budgets and supports the director as needed. The superintendent has played a key roll in ensuring that the programs current spaces stay available to the program each year.

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

We strive to hold quality programs that are fun and interesting and to provide a friendly and caring environment where each person feels that they are a valuable part of our program. Surveys are taken in each group, which helps drive programming, and feedback is always sought and welcome.

The program hours during the summer were extended from ending at 2:00 to 3:00. Many parents gave feedback last year that they were used to the school day hours of 8:00 to 3:00 but couldn't send their children to our program as often if at all because of the early ending time so this adjustment was made and summer attendance improved.

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

Enrichment Instructors are asked to fill out an Activity Request Form which asks what the major goals/components are, the reference to the VT standards are, typical responsibilities, number of participants, length/frequency of sessions, facility, equipment and material needs and training requirements. This form is reviewed by the director and an advisory team member (usually the superintendent).

The regular program teachers follow a daily schedule of academic and enrichment activities that rotates on a weekly basis. This schedule is balanced with choice time, snack, homework and enrichment activities.

Student outcomes such as attendance and test scores are tracked accordingly. Pre and post test may be requested.

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

The participants are broken out into groups according to age. Kindergarten & 1<sup>st</sup> grade, 2<sup>nd</sup> & 3<sup>rd</sup> grade, and 4th-6<sup>th</sup> grades. Age appropriate learning and enrichment opportunities are offered to each group. A balance of structured and non structured time is incorporated into each element. Various stations are often offered during free choice time to the two younger groups, which give them choices of what they want to do within a controlled area, and a physically active game is offered as well. One group does the stations and the other group does the physical activity and then they switch. The older group has different options such as card and board games, beading, key chains and jewelry, knitting and needle point, Lego and structure building materials, paper airplanes and origami, and various drawing and coloring activities. They do a physical activity as well during half the time but they can choose which one to do first. During the scheduled structured game times the students get to choose from a

list of pre-approved physical and cooperative games that they helped to create. Many times they already know as a group which game they want to play and other times it comes down to a vote. This group also has use of the Jr. High science lab and they enjoy that privilege.

An outdoor opportunity is given each day (weather permitting) and all three groups often join each other for this. It helps them to learn to interact in healthy and safe ways with other age groups.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

The program includes:

Several high school students who are referred by the school guidance counselor (school-to-work person) to get their 30 hours of community service. These students help out with homework time, read with the younger students, or help out with crafts and projects.

Parents have been included in the program in many ways. Some parents have come in to teach crafts, cheerleading, and gardening, among many other activities.

Community members and senior volunteers help out by teaching crafts, trades, and physical activities (such as the dance program) and/or by promoting our program to the community.

Windsor School District has provided us with licensed space for our program, along with many other in-kind donations of materials and use of their equipment (such as the copy machines).

WACP (Windsor Area County Partnership) provides funding for scholarships for at-risk children, aimed toward drug prevention.

The Springfield Area Parent Child Center provides subsidy payments for our eligible low-income children and free professional development opportunities for the program staff.

The Windsor Area Community Resource Center provides enrichment programs that function within our program at no cost to us, and are a resource for local artists, etc.

Price Chopper grocery store has donated paper products for special events and have helped promote the program by displaying some of the children work in their window.

**Winooski School District (Barb Russ)**

**4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

Director position continues to be full-time and is financially supported by the school district. Director's previous positions continue to contribute to program quality and improvement.

Director has classroom teaching and administrator (principal and language arts coordinator) experience as well as program coordination and teaching at the university level.

Director holds current Vermont K-6 teaching license and Vermont K-12 Principal license.

Director has Masters degree in curriculum and instruction and completed all coursework (ABD) in an educational leadership doctoral program.

Academic coaching model continues to be developed and adapted to better meet the needs of the afterschool program.

Regularly scheduled meetings with academic coaches—jfk, wms/whs, individually, and as a whole group.

Member of and co-facilitated High School After School Professional Learning Community Group

Member of VT Afterschool Conference Committee (2008-present)

Presenter at VT Afterschool Conference: *Afterschool Book Clubs: A Partnership Between JFK Elementary School and the Winooski Memorial Library* (October 24, 2008)

Attended and participated at VT21C Retreat (August 18 & 19, 2008)

Attended and participated at Secondary School Transformation Conference (November 20, 2008)

Attended and participated at VT21C Meeting (February 10, 2009)

Attended and participated at Legislative Breakfast (April 2, 2009)

Attended and participated at VT21C Director's Meeting in Montpelier (April 2, 2009)

Attended National Reading Conference in Orlando, FL (most highly regarded literacy research conference in the US-November 2008)

Attended SPARK presentation (work of Dr. John Ratey) at Vergennes Union High School (May 14, 2009)

Integral part of Winooski School District staff

Regularly attended JFK, WMS and WHS faculty meetings

Participated in school in-service programs

Visible in school on a daily basis

Regularly meet with building principals and superintendent

Regularly meet with central office staff re: budget, etc.

Monthly meetings with Winooski CCLC Advisory Board

Work with KidsFirst! Program to coordinate afterschool offerings K-5

Member of site visit team for two 21C site visits during spring 2009

Member of grant writing team for Vermont Center for Afterschool Excellence C.S. Mott Proposal submitted in May, 2009

**4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

Use licensed teachers to teach all 21C programs

Promising Practices tutoring program has classroom teachers, special educators, and ELL teachers working with students from their classroom or caseload to help students improve their literacy and math skills. The learning and teaching that happens afterschool, directly connects to the school day

Licensed teachers currently teach in Winooski School District

Kitchen staff provides snack five days per week

Support of school nurses—materials donated for afterschool first aid kits for each teacher teaching an afterschool program

Support of school custodians and maintenance staff

Use classrooms and other rooms in schools

Follow school day policies and procedures

Instructional methods mirror what happens during school day instruction

Programs use computers or other resources/supplies provided by the district in their programs

Director has office in school building

Director attends JFK, WMS, WHS faculty meetings

Director attends school-wide and district-wide in-service

Director regularly meets with building principals and superintendent

Afterschool programming designed to support students' learning from during the school day

All afterschool programs located in the school building

**4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

Surveyed K-12 teachers and met individually with everyone who said anything other than they weren't interested in participating to create and begin to develop new afterschool program offerings

Designed and implemented a mandatory meeting for all K-12 teachers interested in teaching in the afterschool program during the 2008-2009 school year. Meeting was attended by all teachers that taught in afterschool programs throughout the year

Created afterschool packet providing a model of the program overview, lesson plans, pre/post tests, and student evaluations to teachers that could be used as they created and developed their afterschool programs

All academic coaches (4) are licensed teachers

Academic coaches meet regularly with afterschool teachers and provide on-going support  
2 academic coaches attended LLI professional development opportunities throughout the year

Director and Academic Coaches actively provide support and are in building when programs are happening

Director and Academic Coaches trained in CPR

On-site CPR course offered to all Winooski School District employees

Teachers have working with youth expertise

Excellent financial compensation for afterschool teachers and academic coaches

Publicly recognize afterschool staff through District Newsletter and through Burlington Free Press

Team approach between Director, Building Administrators, Academic Coaches and Afterschool Teachers

Regular communication with superintendent, building principals, teachers and other building staff

All 21C afterschool teachers have successfully completed a criminal record check

**4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

Clear discipline policy that mirrors school day policy and procedures

Attendance procedures (at JFK phone call home if student has been in school, but not at afterschool program)

Information on student medical information

Emergency action plans that mirror plans during school day

Follow school's safety policies and procedures

Field trip procedures consistent with during the school day procedures

Intercom systems and telephones throughout the building

Age appropriate programs, supplies and equipment with good teacher to student ratios

All teachers, academic coaches, and 21C director wear id badges

First aid kits are well supplied and easily available

Teachers sensitive to students' needs and interact appropriately with them

Regular communication with superintendent, building principals, teachers and other building staff

Ongoing work with school nurses and guidance counselors to be aware of any ongoing health, emotional or medical issues  
In the event bullying occurs, same procedure as during school day (bully form submitted to behavior specialist with follow-up)

**4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

High student participation rate at K-5 level  
Students sign up by choice  
Waiting lists for classes (K-5 level)  
Students allowed to try program, if not sure. We work to place them in a different program if they decide it's not a good fit for them  
Collect student input  
Collect teacher input  
High student retention rate (of students currently participating)  
Exhibit student work/photos throughout the year both at the school and the public library  
Positive student feedback  
Positive parent feedback  
Positive teacher feedback  
Positive feedback from administrators and school board members  
Appropriate and positive student behavior  
Prior to session, teachers complete program overview form  
Programs repeated/continued when well-liked and attended  
Offer a wide variety of activities with a focus on reading, writing, math, science, technology and the arts  
Programs designed around student needs and interests  
Consistent scheduling  
Program offerings are based on research/best practices  
Low student/teacher ratios  
Very few students drop out of afterschool programs

**4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

50% of funding for K-12 afterschool program included in Winooski School budget with the understanding that it needs to continue or else grant will be revoked  
Continued School Board support (supporting adding \$70,000+ to school budget for afterschool programming)  
Winooski School District provides oversight and fiscal management for the 21C grant  
Strong teacher support  
Ongoing and continuous support from superintendent, building principals, director of special education, administrative assistants, curriculum coordinator, guidance counselors and central office personnel  
CCLC Director is supervised by superintendent and meets regularly to discuss issues around the program  
School administrators active members of Winooski CCLC advisory board  
Principals discuss afterschool at faculty meetings  
Principals advocate for programs  
Principals help with program space issues



Superintendent advocates for programs

Link on school district website

Articles and photos of afterschool programs regularly included in monthly district newsletter.

In January and June a 4-page insert is included in the district newsletter highlighting 21C afterschool programs

**4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**

Offered programs from teachers who were interested in teaching afterschool programs and had kids interested

Offered some of the popular programs (middle school) in a club format throughout the school year

Offered programs where students came up with the program ideas (Manga Book Club at middle school)

Increased programming days/hours (middle school & high school)

Offered programs more than once a week (core support at middle school and high school)

Re-offering programs later in the year

Regularly visited classrooms and the cafeteria to recruit students for afterschool programs

Did not charge a fee for afterschool programs

Comfortable and safe environment

Ongoing conversations with parents/guardians/students/afterschool teachers/academic coaches

Provided daily snack at afterschool programs

Continue to build relationships with more students which results in more interest in afterschool programs

Flexible registration each session allows students to participate as much as they like

**4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**

All afterschool teachers complete a program overview form prior to their teaching.

Overview form includes goals, learning objectives, grade level expectations, outline of what will be taught, and pre/post test

All programs must focus on reading, writing, math, science technology or the arts to be approved

Individual lesson plans are required and reviewed by an academic coach prior to them being taught

Academic coaches meet regularly with the director to discuss issues related to afterschool programs

Academic coaches meet regularly with afterschool teachers to provide feedback and support

The director and academic coaches regularly visit afterschool programs

Many afterschool programs connect to what is being taught during the school day

Afterschool teachers are compensated for planning time

Director works with afterschool teachers and academic coaches to develop new program ideas

Afterschool teachers are licensed teachers

Explicitly state and convey high expectations/standards for programs when meeting with teachers thinking about teaching an afterschool program

Director deals with concerns promptly

Intent is to provide inquiry-based and engaging afterschool programs to increase students' knowledge

**4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**

Created core support at high school level in math, chemistry & physics. Taught by licensed teachers in the content area.

Created core support at middle school level in language arts and math. Taught by licensed teachers in the content areas.

Offer a variety of programs throughout the year

Created and successfully implemented high school mini-grant program. Two high school groups (multicultural club and teen advisory board) have applied and received funding this year.

Programs grouped by grade level and are designed to be developmentally and age appropriate

Low teacher to student ratios

Student input

Work with community partners so programs don't overlap

Attention to each and every student

Flexibility in schedule to accommodate other things students are involved in

Added soccer book club and softball book club options for students participating on middle school girls' soccer and softball teams. Scheduled conference calls with soccer coach from soccer book and author of softball book.

Added two middle school lunchtime book clubs for students interesting in reading and meeting bi-weekly to talk about books. Taught by 21C Director.

**4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

National Gardening Association partnership (Winooski School District gardening program was first public school in VT to be adopted by NGA). Received \$1500 in materials and unlimited support from NGA. Materials purchased and used to continue offering multiple afterschool and summer gardening programs.

KidsFirst!: partners with the elementary school afterschool program. KidsFirst! provides programs taught by Winooski Recreation and Community personnel, community members, and volunteers from St. Michael's college. This partnership will continue next year with some modifications. We continue to look at program offerings related to days and age groups, to provide more balanced program offerings each session. This continues to be a challenge, as we have older jfk/wms/whs siblings responsible for younger siblings afterschool.

Winooski Memorial Library: Chapter by Chapter Book Club taught by children's librarian at Winooski Public Library—this has been an excellent partnership and we hope to be able to continue it next year. (Children's Librarian left mid-year for another position. We will be working with the public library to further define what our partnership will look like in the coming year). Children are excited about voting for the book club book each session and we've been able to attract more and more students.

Boys & Girls Club of Burlington: has joined Winooski CCLC advisory board. This successful ongoing partnership will continue.

VSAC Gear Up Program: two members of this program have joined advisory board and will be contributing materials and \$2500 per year over next three years toward afterschool programming. Will also provide personnel to teach study skills modules, set up college visitations, provide digital photography/career exploration program for middle school students during the summer, and take students and parents on college visitations, etc. This partnership continues to expand!

Gardens for Learning: will partner again with 21C grant to provide funding for summer gardening program using 10 raised garden beds at JFK elementary school. Received grant early May, 2009, now being overseen by new person at Gardens for Learning, so in beginning stages of building on previous partnership.

Winooski Recreation and Community Wellness: director continues to be a member of the Winooski CCLC advisory board. WRCW offers a broad variety of programs to our students during the summer months. They provide breakfast and lunch daily and organize activities and field trips, including transportation. This partnership will continue.